

NAVAL WAR COLLEGE ELECTIVE PROGRAM AY 2008-09

Areas of Study

(Courses marked with * are Classified)

1 - GREATER MIDDLE EAST

EL 515A	Operational Logistics; The "Sealift Equation"
EL 581	Faith and Force: Religion, War and Peace
EL 651	Coerce, Deter, Compel! Achieving Limited Aims Through Force
EL 656	Modern Iran
EL 691	Radical Islamist Movement
EL 706	Geopolitics of Energy: Potential Strategic and Military Implications of Impending Sea Change in the Petroleum-Dominated Global Energy System
EL 714	Case Studies in Insurgency: Pakistan and Afghanistan
EL 595	Directed Research

2 - ASIA -PACIFIC

EL 515A	Operational Logistics; The "Sealift Equation"
EL 531	Sun Tzu's <i>The Art of War</i>
EL 576	World War II in the Pacific Theater
EL 579	Vietnam -- The Long War
EL 581	Faith and Force: Religion, War and Peace
EL 603	Modern Chinese Warfare, 1795 -1989
EL 613	China's National Security
EL 628	Modern Japan
EL 628A	Japan as US Strategic Partner
EL 636	India, Pakistan and South Asian Security
EL 651	Coerce, Deter, Compel! Achieving Limited Aims Through Force
EL 670	Southeast Asian Security
EL 672	Chinese Maritime Development
EL 693	Nuclear Strategic Issues
EL 694	Nuclear Proliferation Issues
*EL 697	Chinese Military Modernization and its Implications for the United States (Secret)
EL 707	Global Maritime Security and International Law
EL 708	Chinese Statecraft: For Implications for the East Asian Maritime Order
EL 595	Directed Research

3 – WESTERN HEMISPHERE (LATIN AMERICA)

EL 633A	Latin America and the United States
EL 633B	Latin America: The Security Challenge

EL 633C	Issues in International Economics: With Regional Case Studies
EL 651	Coerce, Deter, Compel! Achieving Limited Aims Through Force
EL 595	Directed Research

4 - EURASIA

EL 524	NATO - Cold War Successes to Strategic Incoherence
EL 562	Russian History After the Cold War (Sponsored by the N.Y. Council of the Navy League)
EL 575	World War II in the Atlantic & Europe
EL 612	The EU: Implications for International Security
EL 651	Coerce, Deter, Compel! Achieving Limited Aims Through Force
EL 693	Nuclear Strategic Issues
EL 699	The Balkans: Roots of Conflict
EL 595	Directed Research

5 - AFRICA

EL 661	Introduction to African Cultures and History
EL 662	Governance and Economics in Africa
EL 663	Security and Transnational Threats in Africa
EL 671	Religion, Society, and Politics in Africa
EL 595	Directed Research

6 - JOINT OPERATIONAL PLANNING (NOPC students only)

*EL 597A	NOPC I – Operational Art and the Navy Planning Process (Secret)
*EL 597B	NOPC II – The Navy Planning Process and the JFMCC Environment (Secret)
*EL 597C	NOPC III – Operational Planning Considerations for the Joint Force Commander (Secret)

7 – EXECUTIVE ANALYSIS FOR WARFARE COMMANDER CERTIFICATION (JOINT WARFARE ANALYSIS FOR THE COMMANDER)

EL 599	War Gaming Theory and Practice
EL 637A	Survey in Analysis for the Warfare Commander
EL 637C	Applying Analysis to Warfare; Sun Tzu with a Calculator

8 – CORPORATE STRATEGIC PLANNING (ENTERPRISE STRATEGIC PLANNING)

*EL 573A	Thinking Critically About the Future of Armed Conflict
EL 592	Foundations of Moral Obligation; The Stockdale Course
EL 599	War Gaming Theory and Practice
EL 608	Critical Thinking

EL 618	Strategic Leadership
EL 633C	Issues in International Economics: Cases from Latin America
EL 646	Risk Management for the Strategic Leader
EL 647	Workforce Strategies
EL 680	Steam, Armor, Weaponry & Speed: A Case Study in Naval Transformation, 1870-1914
EL 595	Directed Research

9 - OPERATIONAL LAW (OPLAW)

*EL 552	Rules of Engagement/Rules for the Use of Force
EL 556	Operational and International Law Issues for Commanders
EL 595L	International and Operational Law Directed Research
EL 707	Global Maritime Security and International Law

10 - STRATEGY, OPERATIONS AND MILITARY HISTORY

EL 300	Intermediate English as a Second Language for International Officers
EL 400	Advanced English as a Second Language for International Officers
*EL 502	Case Studies in Intelligence
*EL 508	Seminar on Space Technology and Policy
EL 509	The U.S. Army Primer America's Army
EL 512	The History of Technology
EL 515A	Operational Logistics; The "Sealift Equation"
EL 517	Meteorological and Oceanographic Factors in Military Operations
*EL 520	Ballistic Missile Defense
EL 526	A Critical Analysis of Air Power Since WWI
EL 531	Sun Tzu's <i>The Art of War</i>
*EL 552	Rules of Engagement/Rules for the Use of Force
EL 555	The Constitution and National Security
EL 556	Operational and International Law Issues for Commanders
EL 560	U. S. Foreign Policy in the 20th Century
EL 570	The American Revolutionary War and the Colonial Military Tradition
EL 571	The American Civil War
*EL 573A	Thinking Critically About the Future of Armed Conflict
EL 573C	The American Way of War
EL 575	World War II in the Atlantic & Europe
EL 576	World War II in the Pacific Theater
EL 577	Winston Churchill; Statesman and War Leader
EL 579	Vietnam -- The Long War

EL 580	Colonial Wars, 1846-1902
EL 581	Faith and Force: Religion, War and Peace
EL 585A	Abraham Lincoln and Leadership: A Study in Command and Statesmanship
EL 587	George Washington: Indecipherable Monument or Indispensable Man? An Overview of His Life, Character and Legacy
EL 589	The Impact of Generations on the American Military and American Life
EL 592	Foundations of Moral Obligation; The Stockdale Course
EL 599	Wargaming Theory and Practice
EL 602	Shipwrecks, Underwater Archaeology and Seapower
EL 606	Terrorism: Strategic Implications for National Security
EL 644	Visions of Future War
EL 651	Coerce, Deter, Compel! Achieving Limited Aims Through Force
EL 674	Non-Lethal Weapons: Support to 21 st Century Warfare & Homeland Defense
EL 679	Confronting Armed Groups: 21st Century Challenges to U.S. National Security
EL 680	Steam, Armor, Weaponry & Speed: A Case Study in Naval Transformation, 1870-1914
EL 690	Strategic Leadership and Communications
EL 693	Nuclear Strategic Issues
EL 694	Nuclear Proliferation Issues
EL 704	Civil-Military Relations
EL 707	Global Maritime Security and International Law
EL 595	Directed Research

11 - INFORMATION OPERATIONS, COMMAND & CONTROL AND BATTLESPACE AWARENESS

*EL 500	Intelligence for the Commander (SCI)
*EL 502	Case Studies in Intelligence (SCI)
*EL 503	The CIA: Organization, Functions and Capabilities (SCI)
*EL 508	Seminar on Space Technology and Policy (SCI)
EL 517	Meteorological and Oceanographic Factors in Military Operations
*EL 520	Ballistic Missile Defense (Secret)
*EL 552	Rules of Engagement/Rules for the Use of Force (Secret)
EL 556	Operational and International Law Issues for Commanders
EL 651	Coerce, Deter, Compel! Achieving Limited Aims Through Force
*EL 681	Basics of Information Operations (SCI)
EL 682	Strategic Communication
EL 683	Intelligence Support to Information Operations (Still in Development)
EL 684	Human Factors
EL 685	Systems, Technology and Information Operations (Still in Development)
EL 690	Strategic Leadership and Communications

[*EL 713](#) Net-Centric Operations and Policy Changes (Secret)
[EL 595](#) Directed Research

12 – INSURGENCY & TERRORISM (COUNTERINSURGENCY & TERRORISM)

[*EL 507A](#) Employment of Special Operations Forces: A Case Study Approach
[*EL 507B](#) Advanced Studies in Special Operations Forces
[*EL 507C](#) Directed Research in Special Operations Forces
[*EL 508](#) Seminar on Space Technology and Policy
[EL 510A](#) Small Wars: An Introduction to Insurgency, Counterinsurgency, Guerrilla and Partisan Warfare
[EL 526](#) A Critical Analysis of Air Power Since WWI
[EL 580](#) Colonial Wars, 1846-1902
[EL 606](#) Terrorism: Strategic Implications for National Security
[EL 651](#) Coerce, Deter, Compel! Achieving Limited Aims Through Force
[EL 667](#) Understanding and Dealing with Conflict
[EL 668](#) Irregular Warfare
[EL 679](#) Confronting Armed Groups: 21st Century Challenges to U.S. National Security
[EL 684](#) Human Factors
[EL 694](#) Nuclear Proliferation Issues
[EL 712](#) Contemporary Experiences in Counterinsurgency and Counter-Terrorism
[*EL 713](#) Net-Centric Operations and Policy Changes
[EL 714](#) Case Studies in Insurgency: Pakistan and Afghanistan
[EL 595](#) Directed Research

13 - LEADERSHIP AND ETHICS

[EL 550](#) Military Justice and Administrative Law for the Commander
[*EL 552](#) Rules of Engagement/Rules for the Use of Force
[EL 556](#) Operational and International Law Issues for Commanders
[EL 571](#) The American Civil War
[EL 573C](#) The American Way of War
[EL 577](#) Winston Churchill; Statesman and War Leader
[EL 579](#) Vietnam -- The Long War
[EL 581](#) Faith and Force: Religion, War and Peace
[EL 585A](#) Abraham Lincoln and Leadership: A Study in Command and Statesmanship
[EL 587](#) George Washington: Indecipherable Monument or Indispensable Man? An Overview of His Life, Character and Legacy
[EL 589](#) The Impact of Generations on the American Military and American Life
[EL 590](#) Military and the Media: A Practitioner's Perspective
[EL 592](#) Foundations of Moral Obligation; The Stockdale Course

EL 618	Strategic Leadership
EL 667	Understanding and Dealing with Conflict
EL 686	Perspectives on Operational and Strategic Leadership
EL 690	Strategic Leadership and Communications
EL 700	Command at the Tactical Level
EL 702	Leadership Development: Theory and Practice
EL 704	Civil-Military Relations
EL 715	On Being (or becoming) a Scholar–Warrior
EL 595	Directed Research

14 - JOINT LAND, AEROSPACE, SEA SIMULATION (JLASS students only)

*EL 535A	Theater Strategic Planning - The Pacific
*EL 535C	Crisis Action Planning – JLASS
*EL 535B	Theater Strategic Planning – JLASS

15 - HALSEY A [EL 595E](#)

16 - HALSEY B [EL 595F](#)

17 - HALSEY C [EL 595G](#)

18 - STRATEGIC THEATER PLANNER (THEATRE & STRATEGIC NATIONAL PLANNING) (Mahan Scholars students only)

EL 595B	Directed Research (Mahan Scholars)
EL 693	Nuclear Strategic Issues
EL 694	Nuclear Proliferation Issues

19 - STOCKDALE GROUP (Stockdale students only)

EL 595S	Directed Research (Stockdale Group)
EL 618	Strategic Leadership
EL 686	Perspectives on Operational and Strategic Leadership

20 – OPERATIONAL LOGISTICS

EL 515A	Operational Logistics; The "Sealift Equation"
EL 710	Joint Logistics: The Strategic Perspectives
EL 711	Joint Logistics Planning

21 – HOMELAND SECURITY AND HOMELAND DEFENSE

EL 701	Maritime Homeland Security/Homeland Defense
EL 703	Homeland Security/Homeland Defense and the Department of Defense
EL 705	Homeland Security/Homeland Defense Fundamentals and War Game

ELECTIVE COURSE DESCRIPTIONS

(Courses marked with * are Classified)

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EL 300 **INTERMEDIATE ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL OFFICERS**

CDR O. Sieber

This course is open to all interested Naval Command College and Naval Staff College officers who are looking to improve their English skills in the areas critical to graduate level study with an emphasis on academic reading and writing. The course will focus on and address those components that are required elements for success in the three core trimesters at the Naval War college: being able to write papers specifically geared to the expected format and being able to effectively handle the significant amount of reading. This course is designed for officers wishing to increase their understanding of English and who have scores ranging from 80-89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders.

The Winter trimester will offer a follow-on elective focusing on oral communications skills and the skills necessary for successful integration into the seminar format as well as aiding the student in being comfortable with his/ her presentation techniques.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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EL 400 **ADVANCED ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL**

CDR O. Sieber

This course will focus on the same objectives as EL 300 for both Fall and Winter trimesters, but will be limited to officers scoring greater than 89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders. Officers with a lower score may opt to write a 1-2 page paper to demonstrate their proficiency if their score is between 85-88.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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*EL 500 **INTELLIGENCE FOR THE COMMANDER**

CAPT B. Griffin / CDR D. Houff

This course familiarizes future operational commanders with intelligence support to planning and the commander's decision-making cycle at the theater-strategic and operational levels of war. The course objective is to create operational leaders who are critical consumers of intelligence and who are capable of providing guidance and direction to intelligence staff elements during operational planning, execution, and assessment. The course complements the study of the operational function of intelligence, and the integration of intelligence into the planning process, as presented in the core Naval War College curricula. The target audience for the elective is the non-intelligence professional, field-grade (O4-O5) military officer or equivalent-level civilian professional(s). Throughout this elective course, the student will gain a greater appreciation for the application of intelligence support to operational planning and commander's decision-making. The student also will be able to apply critical thinking derived from the three core courses of NWC instruction to analyze better the capabilities and limitations of the intelligence disciplines as they concern the operational commander/leader. The intelligence process, which includes methods of intelligence collection, analysis and dissemination available

to support operational commands, will be thoroughly explored. Detailed discussions regarding the capabilities and limitations of the intelligence community and the intelligence disciplines as they impact the operational level of warfare will be held in classified seminar sessions. Similarly, theater and national organizations and systems for data analysis, information fusion, and intelligence dissemination are covered in a classified format--including guest speakers from national intelligence agencies. The federated nature of the intelligence community will be examined, highlighting strengths, weaknesses, and utility to the operational commander. Each student will complete: 1) a scholarly paper consisting of 12 double-spaced pages relating to intelligence support and the operational commander; and 2) a graded practical exercise focused on priority intelligence requirements (PIRs) and intelligence collections in a notional case study.

Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.

Individuals should contact the SSO office if they have questions about their eligibility.

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***EL 502 CASE STUDIES IN INTELLIGENCE**

Professor J. Schindler / Professor G. Reed-Chambers

This course is built around case studies which treat a variety of issues in the field of intelligence and which will be of interest to future commanders and staff officers at the operational and strategic levels. There will be a mix of “perfect” and “imperfect” cases – the “perfect” case is one which does not clearly belong to one sphere but straddles a number of divides – as when disparate parts of the intelligence community need to cooperate to produce intelligence which the military needs to operate. Some of the cases will be historical, like the Bay of Pigs, intelligence support in the Viet Nam war, or covert action during the Cold War. The course draws on techniques from the Harvard Business School case study program, which in turn influenced the CIA-based intelligence community case study program. There will be some general training in case study techniques, and there may be guest speakers from the intelligence community who will present cases.

Although there are no prerequisites for the course apart from a Top Secret/SCI clearance, some prior knowledge of intelligence, whether acquired on the job or through courses at NWC, will be helpful.

To meet course requirements, students will research, write, and present a case study.

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***EL 503 THE CIA: ORGANIZATION, FUNCTIONS AND CAPABILITIES**

Professor G. Reed-Chambers

This course is designed to familiarize future commanders and staff officers with the role of CIA at both the strategic and operational levels. The intent is to help students understand the level and types of support the Agency can (and cannot) provide them during times of both war and peace. The course will focus on Agency capabilities and limitations in such areas as human and technical intelligence collection, covert action, and intelligence analysis. A number of guest speakers from the CIA Headquarters will provide first-hand insight into their areas of expertise.

Classes will be a combination of informal lecture and seminar-style discussions. The instructor will try to tailor the classes to meet student interests. Students will be required to prepare EITHER two critical reviews of works listed in the annotated bibliography OR, one critical review and a presentation related to one of the course sessions.

A TOP SECRET/ SCI security clearance is required for all participants.

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***EL 507 SPECIAL OPERATIONS FORCES (SOF) ELECTIVE SERIES**

CDR T. Sass

***EL 507A THE EMPLOYMENT OF SPECIAL OPERATIONS FORCES: A CASE STUDY APPROACH**

This is the introductory course designed to examine the employment of US Special Operations Forces under the theoretical framework of Operational Art. Particular attention will be given to the context of Irregular Warfare. The course will begin with a review of the Special Operations literature that addresses SOF utility, strategy, and theory. The course will present a history of selected Special Operations beginning in World War II and carrying through the Cold War and Post-Cold War periods in order to provide the student with a broad exposure to SOF employment and to illustrate the points described in the theoretical portion of the course. We will then examine the components of the United Special Operations Command (USSOCOM) of today, their roles and missions and CONPLAN 7500 in depth. Faculty and guest speaker presentation of selected SOF case studies will follow. This segment is designed to test the theoretical framework and illustrate the strategic utility of SOF. Finally, the course will conclude with students presenting SHORT presentations of their SHORT papers to the class on a subject of their choosing that relates to SOF.

The course will require a SECRET clearance.

***EL 507B ADVANCED STUDIES IN SPECIAL OPERATIONS FORCES**

This course is directed at SOF students that wish to study the employment of SOF in an Irregular Warfare context in greater depth. The course will begin with a review of selected and relevant literature of Irregular Warfare in order to establish an understanding of the post 9/11 security setting. We will then transition to a review of organizational and organizational learning literature in order to critically examine the structure of USSOCOM and the roles and missions of its components. Using selected case studies in Irregular Warfare, students will complete a group project, paying particular attention to the integration of intelligence, technology and information operations. EL 507A is the prerequisite or upon approval by the SOF Chair.

The course will require a SECRET clearance.

***EL 507C DIRECTED RESEARCH IN SPECIAL OPERATIONS FORCES**

This course is for the SOF student who desires to research a SOF related topic in depth. It requires the approval of the SOF Chair and successful completion of the series prerequisite course EL 507A. The product of this course is a paper of publishable quality.

The course will require a SECRET clearance.

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***EL 508 SEMINAR ON SPACE TECHNOLOGY AND POLICY**

Professor W. Martel (Fletcher School @ Tufts, Naval War College) Xxx (MIT Lincoln Laboratory)

This seminar, which is taught jointly by the Naval War College and MIT's Lincoln Laboratory, seeks to explore systematically the critical space technologies, capabilities, and policies that shape how the United States uses space for military and governmental purposes. As we consider how these technologies are shaping U.S. military capabilities in the twenty-first century, this seminar seeks to encourage the student to think analytically about the effects of space technology on national security policy. It examines roles and missions, global strike, TPED, surveillance, ballistic missile defense, navigation, indications and warning, space launch, communications, and remote sensing, among other topics. Students will be required to write a research paper for the seminar.

The course will be conducted on a TS/SCI level.

EL 509 **THE U.S. ARMY PRIMER AMERICA'S ARMY**

COL T. Gibbons

This elective is designed specifically for non-Army and international students who want to learn about the U.S. Army. The intent of this course is to provide the students with a comprehensive framework of how the Army operates and what it provides a CINC or a Joint Task Force Commander. To do this the Army is thoroughly explored, with a strong focus on how history and heritage, doctrine and training, and force structure and warfighting impact the professional development of Army officers. Guest speakers, notable a serving Brigade Commander and/or former Battalion Commanders, and a trip to units of the Rhode Island National Guard provide the students an opportunity to see and hear many insights as they develop their own perspective on Army culture and capabilities. These events have proved to be the highlights of this course. Students will conduct a limited research project to produce an oral presentation on a topic of current Army interest. This elective provides a solid foundation of knowledge and a personal perspective about the U.S. Army.

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EL 510A **SMALL WARS: AN INTRODUCTION TO INSURGENCY, COUNTERINSURGENCY, GUERRILLA AND PARTISAN WARFARE**

Professor J. Waghelstein

Concept: Even without a major conflict since 1945, there have been hundreds of thousands even millions of deaths due to “Small Wars.” The end of the Cold War has seen little diminution in attempts to achieve changes through insurgency, subversion and terror. Conflicts continue as new nations form, failing or failed states decay and others seek to modify their forms of government. In some of these cases the interests of the United States will lead to our involvement. In turn it is probable that today’s military officer will be involved in some facet of counterinsurgency warfare.

The US military despite its long history in Small Wars has only recently began to focus on insurgency or irregular warfare. As Russell Weigley noted in his seminal work *History of the United States Army*,

....guerrilla warfare is so incongruous to the natural methods and habits of a stable and well-to-do society that the regular army has tended to regard it as abnormal and to forget about it whenever possible. Each new experience with irregular warfare has required then, that appropriate techniques are learned all over again.

In the twentieth century, America experienced its first defeat in war. There is a case to be made that the seeds of the Vietnam defeat were sown long ago and grew to become part of the American Military’s culture. The American Military has focused on the “big war” to come and refused to accept the “little war” at hand. It has prepared its leadership to fight the kind of war it preferred. This habit presents no real threat to the nation as long as the next foe meets our expectations and follows our game plan. It all works if our next opponent plays by the same rules. The problem is that there may be enemies who may not read our plan, or even worse, have and decide not to play by our rules. This elective is a modest step toward balance.

This elective addresses insurgency; counter insurgency, partisan and guerrilla warfare across the spectrum, both as an adjunct or subset of conventional war and as a stand-alone alternative to achieving power through violence.

Objectives: To provide the student with an understanding of Small Wars, with a focus on insurgency and counterinsurgency.

Methodology: This elective combines lectures and seminar discussions. Additionally, students will participate in both group and individual research into historical and current conflicts and present their findings to the seminar.

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EL 512 **THE HISTORY OF TECHNOLOGY**

Professor K. Walsh

This course will provide an overview of the historical development of technology and its subsequent impact on society. Throughout history, various technologies have impacted the way societies have conducted warfare, which will be a topic of discussion. But, beyond war, technology has also revolutionized the way we think about the world and so also the very fabric of society and how people live, learn, and compete. The course will consider the most significant of those technological changes and assess the broader social, political, cultural, and economic impacts of the technology. Major technological advances such as the clock, movable type, the steam engine, and the personal computer will be considered, as will several selected technologies that revolutionized warfare. With that perspective and knowledge, students will be asked to define themes and derive potential lessons for our society, polity, and military profession as we experience the myriad of changes in technology that mark our entry into the Information Age.

In addition to completing assigned readings and participating in regular classroom discussion, students will be required to submit a paper of approximately 10-15 pages.

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EL 515A **OPERATIONAL LOGISTICS; THE “SEALIFT EQUATION”**

VADM (Retired) J. Perkins

Deploying and sustaining U.S. joint forces is central to our national strategies and, as 90-95% of the material to support such operations travels by sea, understanding the vagaries of sealift is essential for operational commanders. The “Sealift Equation,” and its reliance on Merchant Mariners, is especially relevant to Army and Marine Corps officers but Air Force and Navy officers must also understand its complexities.

The American Merchant Marine has a proud history that has been integral to joint operations and operational logistics, as well as the growth and success of the United States, since the eighteenth century. Today, Merchant Mariners play key roles in deploying/sustaining joint forces and in ensuring our nation’s economic vitality. The future portends other important responsibilities for these highly skilled men and women as such concepts as Sea Basing, Short Sea Shipping, mixed crewing, etc., evolve.

For historical perspective, we will begin by following the Merchant Mariner’s contributions from the first arrivals to these shores; to the evolution from sail to steam commerce; to expansion west; to wartime sealift. The impact of organized labor and disasters at sea on the evolving body of maritime law, which today regulates the industry, will be discussed, as will DOD-related programs.

We will then review today’s challenges – from protecting ships and ports; to piracy; to ship breaking; to invasive species; to JLOTS, et al.

Then to the logistics challenges of recent events, Case Studies will consider:

- Somalia; an austere port
- Al Shuaiba v. Mogadishu as SPODs
- Shipping by foreign flag – GTS Katie
- Sustaining a task force at sea (NEO)
- And more!!

Finally a look to the future – Sea Basing; High Speed Shipping; Short Sea Shipping; Mixed Crews; etc. For those students in other than Area of Study (AOS) 10, special tailoring will ensure that requirements of that AOS are met.

The course is an overview that will fill voids in the warrior's professional tool kit and deepen his/her appreciation of joint operational logistics in general and sealift in particular. No logistics background is presumed – ideal for USA/USMC operators.

The course will stress participation. Each student will be expected to complete a mini-research project (8-10 page paper/10 minute presentation) on a subject of his/her choice related to his/her AOS and future applications of sealift and/or the Merchant Marine.

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EL 517 **METEOROLOGICAL AND OCEANOGRAPHIC FACTORS IN MILITARY OPERATIONS**

LCDR M. Rocheleau

This course focuses on METOC factors that should be considered in planning and execution phases of military operations. The course introduces the disciplines of meteorology, oceanography, hydrography, topography, etc. from a military perspective and demonstrates how these factors are important, cogent, and sometimes decisive in combat. Specifically, the course examines the diversity of environmental factors that can affect military operations, and provides an opportunity to evaluate the relevance of these factors at the strategic, operational and tactical levels of warfare. Topics include: general geophysical characteristics and principles, forecasting techniques and thumb rules, data collection systems, numerical analysis and prediction systems, scientific and military applications, and environment support functions.

The course consists of ten weekly sessions, including one or more field trips. Classroom sessions are held as seminars. Each student will prepare a paper of approximately 8-10 pages and make an in-class presentation on an assigned topic. Class size is limited to ten students.

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***EL 520 BALLISTIC MISSILE DEFENSE**

Professor W. Martel (Fletcher School @ Tufts, Naval War College) Xxx (MIT Lincoln Laboratory)

The proliferation of ballistic missiles and weapons of mass destruction -- in particular nuclear weapons - is profoundly influencing U.S. national security and military capabilities. In view of the fact that North Korea possesses long-range ballistic missiles and nuclear weapons, further that the United States withdrew from the ABM Treaty in June 2002; the United States is accelerating its program for developing and deploying ballistic missile defenses. The nature of ballistic missile defenses, which is an inherently complex subject in technological and operational terms, has important implications for defense policy, international security, technology programs, and operational concepts. This seminar, which is taught jointly by the Naval War College and MIT's Lincoln Laboratory, explores in a systematic fashion the critical technologies, capabilities, operational concepts, and policies that will influence how ballistic missile defenses affect the military capabilities of the United States as well as each of the military services. This seminar will encourage the student to think analytically about BMD in an historical sense as well as in terms of systems and development approaches, threats and countermeasures, radar, missile and seeker technologies, command and control, discrimination, testing, and systems under development, among other topics. Students will be required to conduct research as part of the seminar.

The course will be conducted at the Secret level.

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EL 524 **NATO - COLD WAR SUCCESSES TO STRATEGIC INCOHERENCE?**

Professor A. K. Ross

This course is designed to provide the student with a broad-based understanding of NATO as a successful example of a collective defense alliance as well as the chance to examine the relevance of such

alliances in the post Cold War environment. As a way of "leveling the playing field," it quickly traces the evolution of NATO from the ashes of WWII, through the Cold War years and into the present mission debates. The meat of the course however, will deal with the contemporary issues, with at least 80% of the course material focusing on the developments and discussion following the Rome Summit of 1991.

Nobody disputes the value of NATO during the Cold War but, as the strategic environment has changed and the collective reason for a purely defensive alliance has consequently waned, there has been little re-analysis of the fundamental alliance mission. Instead, political initiatives and collective developments have ensured not only its survival but its expansion to embrace some of the former Warsaw Pact nations. The course will explore and debate the resultant effects of this on an emerging Russia, the proffered political reasons for the expansion and ask the key question as to whether NATO strategy is still in step with its members' policies and objectives. It will necessarily examine both the modern European outlook and the American viewpoints on the relevance of NATO in the modern, post 9-11 era. Having addressed the strategic side, the course will conclude with a review of some of the more important operational developments within the alliance, looking at ways in which these might be developed for the future, whatever the final strategic direction turns out to be.

The course will follow a seminar format of lectures, presentations and discussion. Outside speakers are an option but will be considered on an opportunity basis. In addition to participating in classroom discussions based on the common readings, students will be required to research a particular topic that interests them from within the course material. They are to summarize their findings in a short, 8-10 page "think piece" and present them to the seminar by way of an informal, 20 minute presentation followed by seminar discussion.

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EL 526 **A CRITICAL ANALYSIS OF AIRPOWER SINCE WWI**

Professor A. K. Ross

This course is designed to provide the student with a comprehensive understanding and appreciation of the origins of airpower and its evolution as a crucial element of modern warfare. It traces the development of airpower thinking from the turn of the century, up through the world wars and on to today's dilemmas in the Global War against Terrorism. Particular attention is given to the ever-expanding roles that military aviation played in World War I, World War II, Korea, and Vietnam. Likewise, significant events and milestones which have impacted airpower development during the "peaceful" years of the inter-war period and the Cold War are discussed and evaluated. The course examines the pioneering work of major aviation theorists and movements not only in the United States, but also in Britain, Italy, and Germany as well. The military, governmental and industrial debates which subsequently influenced and shaped the force structure, strategies, and the tactics employed in each country are presented and analyzed. The course probes the myriad of controversies which have dogged airpower since its inception: Independent air force or not; Carrier aviation vs. battleships; the offense (bombers) vs. the defense (fighters); Area vs. precision bombing and, above all, the notion that airpower might, one day, be employed as a "stand alone" war-winning entity.

Students completing the course will be able to articulate the major successes and failures, advantages and constraints, and lessons learned in using airpower, as well as expanding on some likely future employment concepts. The course will follow a seminar format of presentations and discussion. In addition to participating in all classroom discussions, students will be required to research a particular topic that interests them from within the course material. They are to summarize their findings and present them to the seminar by way of an informal, 20 minute presentation which should lead naturally into deeper seminar discussion. Using the research conducted and, if necessary, the feedback gained during the class discussions, the written requirements are met by way of an accompanying, short, 8-10 page "think piece," which should document the main arguments presented and the sources used.

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EL 531 **SUN TZU'S *THE ART OF WAR***

Professor A. Wilson

The Art of War is significant for many reasons. It is an elegant strategic theory and one of the cornerstones of Chinese strategic culture. It is also relevant to many of the strategic choices that have been made by statesmen throughout history, and to the grand strategy of the contemporary United States. At the same time the book (and its many translations) is highly problematic and prone to questionable interpretation. Such a paradox makes for a textual dilemma that deserves critical analysis. This is not an “I love Sun Tzu” course! Instead critical engagement and skepticism is required from anyone seeking to understand this book and to explore the philosophical assumptions that underlie Sun Tzu’s theories. A close and systematic reading is the only way to accomplish this objective.

Having been co-opted by individuals as diverse as Pat Riley, Oliver Stone, Matt Groening (The Simpsons), Dusty Baker, and Xena Warrior Princess, Sun Tzu’s *The Art of War* has earned a near-mythic place in contemporary American pop-culture. As a result, the true achievements and limitations of Master Sun’s theories have been obscured by New Age babble and pop strategizing. This course involves a close reading of several translations of the classic text of Chinese strategic culture. The first weeks of the course will focus on a slow and careful reading the original text. We will then examine Sun Tzu’s place in Chinese strategic culture, and his contemporary relevance to a host of strategic and theoretical issues. In the final weeks we will use Sun Tzu’ian logic to examine several historical and contemporary cases. The purpose is to get past the “fortune cookie” philosophy so often attributed to Master Sun so as to enhance our appreciation of the strengths and weaknesses of his approach to strategy and operations. The course is conducted through informal lectures, in-class reading exercises, video, student presentations, and seminar discussions. Small teams will lead discussions on specific chapters of *The Art of War*, and each student will individually submit a 6-8 page paper *or* offer an in-class presentation (20 minutes) that critically applies Sun Tzu’ian logic to an historical or contemporary case study. No prior knowledge of China or Chinese is required.

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***EL 535 JOINT LAND, AEROSPACE, SEA SIMULATION (JLASS) PROGRAM**

CAPT J. Mathis / Professor M. Seaman

***EL 535A THEATER STRATEGIC PLANNING - THE PACIFIC**

This course focuses on major U.S. national strategic issues in the Asia-Pacific. Upon completion, students have a sound understanding of the historical, economic, diplomatic and legal issues within the Pacific Theater, and how they relate to defense and security.

The course is a prerequisite for the winter and spring elective series---Joint Land, Aerospace, and Sea Simulation (JLASS). The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner’s level course.

JLASS is a distributed planning and execution game involving all Senior Level Colleges with each institution representing a geographic or functional combatant command or Joint Chiefs of Staff in a world with developing crises. The College of Naval Warfare Students role plays the PACOM staff.

The fall elective will be conducted as a seminar with guest speakers addressing their area of expertise. Each student will be required to prepare a written research/analysis paper of approximately eight to twelve pages that addresses the strategic issues for the Pacific theater country assigned each student. The analysis will form the basis for future development of a Theater Assessment, Strategy and Security Cooperation plan.

***EL 535B THEATER STRATEGIC PLANNING – JLASS**

This elective is based on Joint Professional Military Education Phase II requirements and is allotted elective credits for the winter trimester. Those selected for JLASS will take a fall elective offered in the Asia-Pacific Area of Study. The JLASS Program leverages concepts introduced in the core Joint Military Operations course principally: Operational Art; Theater Security Cooperation; joint and coalition warfare in the theater; security, stability, transition and reconstruction operations. The program focuses on application of the adaptive planning process and theater campaign planning using the Joint Operational Planning and Execution System

(JOPEs). Students are issued all reading material supporting the JCLASS program. JCLASS provides selected CNW students, acting as members of the USPACOM staff, the opportunity to use JOPEs to prepare a commander's estimate of the situation and Theater Security Cooperation Plan for the PACOM theater of operations in EL 535B.

The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.

The written requirements for WE-535B (Theater Strategic Planning---JCLASS) are the strategic concepts of a PACOM Theater Strategy, a Theater Security Cooperation Plan (TSCP), a Commander's Assessment and Commander's Estimate for a developing theater crisis. The Theater Security Cooperation Plan will be briefed to the senior JCLASS mentor, a retired Flag Officer.

***EL 535C CRISIS ACTION PLANNING – JCLASS**

For the Spring trimester, EL 535C, the students will receive credit for one elective during the spring term and develop a campaign plan in response to an emerging crisis, produce requisite follow on Fragmentary Orders, Requests for Forces/Capabilities and Directives in accordance with joint planning process during execution of joint and combined military operations. This plan will be tested in a two-sided, computer-assisted, future year's war game to be played at Maxwell AFB, Montgomery, Alabama, by CNW students in collaboration with the other senior service colleges.

The written requirements for SE-535C (Crisis Action Planning---JCLASS) are selected portions of a Campaign Plan, and Crisis Action planning documents as required during the exercise phase in Maxwell AFB. The Campaign Plan will be briefed to the senior JCLASS mentor prior to departing to the exercise in Maxwell.

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EL 545 NSDM ARP ELECTIVE

NSDM Faculty

This elective permits those students participating in the Advanced Research Program (ARP) to meet all Joint Professional Military Education learning objectives normally supported through participation in the National Security Decision Making (NSDM) core curriculum, as well as to convey the essence of the NSDM curriculum to these students. This elective is required for, and open only to, students participating in the ARP during the NSDM trimester. Students taking this elective will be assigned to an NSDM seminar and will attend approximately 20 regularly scheduled NSDM seminar sessions and will write a short paper related to an NSDM issue.

The focus of the course will be on the processes used to develop our National Security Strategy, National Military Strategy, and the military forces required to support these strategies, as well as to consider the various organizational, political, and behavioral influences on these processes.

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EL 550 MILITARY JUSTICE AND ADMINISTRATIVE LAW FOR THE COMMANDER

Naval Justice School

The course presents an overview of the military justice system and military-related administrative law topics, with particular emphasis on those areas in which military commanders/commanding officers become personally involved on a regular basis. The lectures are presented by a variety of subject matter experts from the Naval Justice School. The particular topics to be covered during the military justice portion of the course include nonpunitive measures and nonjudicial punishment, the court-martial convening and referral process, special challenges of a convening authority such as command influence, the accuser concept, and pretrial restraint, the commander's use of the Military Rules of Evidence, search and seizure, drug abuse prevention and review of courts-martial sentencing philosophy. Topics in the administrative law portion of the course include

policy on administrative separation of Navy and Marine Corps personnel, Standards of Conduct, investigations under the Manual of the Judge Advocate General, and Constitutional Freedom of Expression. Finally, a general discussion will be held concerning updates on legislative and administrative efforts being made to improve the military justice system. The course has a dual purpose: (1) to prepare the student to perform his or her role as a commanding officer and convening authority within the system, (2) to provide a forum for discussion of the strengths and weaknesses of the present system and to suggest possible changes.

Three written assignments are required of each student. In these assignments the student is given various factual situations to analyze and resolve based upon the written material provided and the class discussion/lectures. No outside research is required.

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***EL 552 RULES OF ENGAGEMENT/RULES FOR THE USE OF FORCE**

Prof. J. Grunawalt / MAJ P. Hayden

This course will address how the President, Secretary of Defense, Chairman of the Joint Chiefs of Staff, and combatant and operational commanders regulate the use of force in military operations ranging from humanitarian aid and force protection to armed conflicts including all-out war through the use of Rules of Engagement/Rules for Use of Force; how those directives incorporate domestic and international law; and the manner in which those directives reflect and support U.S. foreign policy. The class is primarily designed to give the student familiarity with the existing Standing Rules of Engagement/Standing Rules for the Use of Force for US Forces and how to integrate rules of engagement into the operational planning process.

The elective will examine the CJCS Standing Rules of Engagement/Standing Rules for the Use of Force, Coalition Rules of Engagement for multinational forces, and mission-specific Rules of Engagement for conflicts such as Operation ENDURING FREEDOM. The course will also discuss the operational and historical developments which have influenced the present manner in which rules of engagement are drafted and implemented.

The course will be conducted primarily in lecture format with seminar discussions and presentations from guest lecturers. Students will conduct individual and group research, present findings, and draft and defend proposed ROE.

All participants require a current SECRET security Clearance.

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EL 555 THE CONSTITUTION AND NATIONAL SECURITY

Professor J. Edwards

From the conflict against the Creek Nation in 1789 to the current conflicts in Iraq and Afghanistan today, military operations undertaken by the United States armed forces have been guided by the President, the Congress, and sometimes even the Courts. In each conflict, these branches of government have in turn been guided by the largely unchanged U.S. Constitution in using their respective powers to ensure the national security of the republic. This course explores in detail those provisions of this enduring document relevant to national security and the rich history of their interpretation as the nation has changed and new threats have emerged.

The course begins with a review of the historical and political context within which the Constitution of 1787 was created, and a review of the Constitution's provisions with emphasis on changes in interpretation over time. The respective and overlapping constitutional powers of the President, the Congress and the Courts in regard to national security are then explored. An extensive study of the application and extension of these powers over the course of U.S. history to the present will then be made. Finally, the struggle of the three

branches of government to interpret constitutional rights and to balance them against public interests in the Long War against violent extremist movements will be an area of special focus.

From this exploration, students will gain an enhanced understanding of the separate and overlapping constitutional national security powers of the President and Congress (with interpretation by the Courts). Understanding of these powers and knowledge of their historical application will prepare students serving in operational or strategic policy and planning staffs to anticipate, analyze, and to advise their leaders on constitutional questions impacting on national security matters.

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EL 556 OPERATIONAL AND INTERNATIONAL LAW ISSUES FOR COMMANDERS

International Law Department Faculty

Today's complex law and policy environment presents growing challenges for operational commanders who are called upon to perform a wide variety of missions ranging from traditional international armed conflict such as Operations Enduring Freedom and Iraqi Freedom to Military Operations Other Than War (MOOTW) such as peacekeeping in Kosovo and Bosnia, counter-narcotic operations in the Caribbean, and Homeland Defense related operations.

The course will address this range of legal issues facing commanders in the context of planning and executing military missions. The main areas of focus will include the law of the sea, law of armed conflict, war on terror and MOOTW. Issues regarding occupation operations, stabilization operations, treatment of prisoners of war, military commissions, detainees, maritime interception operations in support of Operation Enduring Freedom and the Proliferation Security Initiative, targeting of terrorists, Homeland Defense operations and other operationally related issues will be addressed.

The course will be conducted using a combination of informal lecture and seminar discussion formats. Depending on scheduling availability, guest lecturers by experts from outside the Naval War College will augment the teaching team. Each student will be required to pass an end of course essay style exam based on questions assigned by the instructor.

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EL 560 U.S. FOREIGN POLICY IN THE 20TH CENTURY

Professor W. Spain

This course briefly reviews the ideological and experiential foundations of American foreign policy and describes the purposes and practices which characterized United States diplomacy by the turn of the century. With this background, it then analyzes in detail the impact of twentieth century events on traditional policies. America's imperial expansion, intervention in World War I, internationalism, isolationism, participation in World War II, containment and quest for a new world order are all examined in order to discern the validity of traditional methods and values, the extent of domestic and environmental change, and the probable course of future foreign policy.

The course will be conducted through weekly, informal lecture-discussion seminars. At the end of the third, sixth and ninth seminars, each student will be given a two-hour take-home problem which may be completed any time prior to the next class meeting.

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EL 562 **RUSSIAN HISTORY AFTER THE COLD WAR (SPONSORED BY THE N.Y. COUNCIL OF THE NAVY LEAGUE)**

Dr. S. Khrushchev

This course will examine the changes and problems of post-Cold War Russia from an insider's perspective. The course will focus on the various social, economic, political, and national security problems that presently confront the "new" Russia and where this "new" Russia fits into Russian history. Attention will be especially made to the problems that Russia is experiencing changing from a state-controlled economy to one that is market-driven. Also included will be discussions on Russian style democracy, the role of the armed forces in Russia, ethnic unrest in Russia, and the future of post-Soviet states. Starting with the efforts of Gorbachev's *glasnost* campaign and continuing on to the present day, the course will give students a very clear and credible picture of what is taking place in Russia today and what Russia may look like in the future.

Course requirement for this elective is a 20-minute presentation and a written product.

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EL 570 **THE AMERICAN REVOLUTIONARY WAR AND THE COLONIAL MILITARY TRADITION**

Professor W. Spain

This course will focus on the military tradition that developed in the colonies following the settlement of British colonial America and culminates with the American Revolution. With North American colonial military roots as background, the course will proceed to describe how warfare changed from one that relied principally on a militia structure suited to irregular warfare to one where long-termed soldiers were eventually formed into what became known as the Continental army, designed for European-style, regular warfare. The concurrent evolution of the civil-military relations in colonial America and its influence on the drafters of the U.S. Constitution is a secondary course emphasis. The growth of the revolutionary element, principally in Boston and Massachusetts, and its wielding of economic, informational, diplomatic, political, military (in the form of colonial militia and Boston civilian gangs and mobs) as instruments of power to foment revolution and instigate the British Army's actions to win public support for the independence is a major aspect of this study. Contemporary relevance of these colonial traditions and the colonial roots of the American character are pervasive themes of this course.

This course complements the study of the American Revolution as presented by the Strategy and Policy Department. It presents colonial unrest and the War of Independence primarily from the viewpoint of the participants. The irregular warfare aspects of colonial America and the War for Independence are emphasized in this study.

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EL 571 **THE AMERICAN CIVIL WAR**

Professor J. Waghelstein / CAPT W. Richardson

This course explores the policy and strategy of the American Civil War. We will examine the causes of the war, the goals and policies of the respective governments, political and strategic factors affecting both sides and the respective strategies of the Union and Confederacy, leadership, civil-military relations and the "politics of command," and the operational art of war. Throughout the trimester, we will address four central questions: 1. What social and political conditions produced and sustained this conflict from the 1840s to 1865? 2. What impelled individuals to take up arms for or against the United States? 3. What were the political and military objectives of the United States and the Confederacy? 4. What strategic and operational lessons can we learn from the campaigns of Civil War?

The course will use a variety of teaching formats, including lecture/discussion seminar, and TV presentation. Each student will have the choice of completing an 8-10 page research paper on an approved Civil War topic of interest to you, or writing an answer of about the same length to a take-home exam question.

***EL 573A THINKING CRITICALLY ABOUT THE FUTURE OF ARMED CONFLICT**

Professor J. Ellsworth

The effective leader in a national security organization should be able to understand and evaluate the many competing visions of future warfare developed by the services, the joint community, futurists both in and out of government...and America's potential adversaries, from great powers to non-state actors. Tomorrow's armed conflicts will also increasingly be shaped by factors our forebears might not even have recognized as part of the domain of war--from non-military instruments of power wielded as integral components of a military campaign, to the impact of International Law and international organizations in the battlespace. The overall objective of this course is to help the student develop and practice a systematic way to think about the evolution of warfare, as part of a process for projecting the requirements our future military must meet. Students will research and debate approaches to this process, complementing the readings and discussions in Naval War College core courses.

This course is designed for students in the College of Naval Warfare (resident only) or the College of Naval Command & Staff (resident or nonresident). **As such, students are normally expected to be U.S. military officers or defense civilians possessing a current SECRET clearance to enroll.** Access to the Internet and to SIPRNET (including e-mail) will be required, so prospective students not already having such access should obtain it immediately. The principal graded requirement for all students will be a 10-12 page term paper due at the conclusion of the course. In addition, resident students will be graded on participation in weekly classes and online discussions; nonresident students will be graded on weekly reflection papers (1-2 pages) which will be posted to kick off the online discussions, plus participation in the ensuing conversations.

EL 573C THE AMERICAN WAY OF WAR

Professor J. Waghelstein

Every nation has a predisposition for how it fights wars, as the result of its own culture and experience. For the United States, there has been dependence on mobilization, a penchant for technology, a tendency toward rapid action once engaged, a willingness to use a high level of violence, and an acceptance of precipitous demobilization and rapid return to "normal" peacetime activities. We have been warlike but unmilitary, with nearly unbroken history of military activity and involvement in at least one form of warfare since colonial times. This occurred without the presence of a large peacetime military until the Cold War broke the pattern. Since the "Wall" came down we have reverted to type.

Ours is a uniquely American approach to national defense, based in part upon a pioneer spirit, aggressive action, and a prejudice against standing armies and long-term conflicts. One of the constants has been the almost perfect record of unchallenged civilian control over our military. Another constant from the early years of the republic to the end of the 20th century has been the disconnect between U.S. military doctrine and education and the missions our armed forces were actually called upon to accomplish—a gap that often led to problems in the conduct of military operations, particularly when dealing with "small wars." We have also oscillated between splendid isolation and engagement around the globe.

These military characteristics have helped to foster a distinctly American cultural heritage. Examining our historic approach to war helps us understand our political, social and cultural evolution, and the way we may fight in the future.

The objective of this course is to develop an understanding of "*The American Way of War.*" **Within the general framework of national defense, the student should understand the historical relationships between the civilian leadership, the regular establishment and the various militia systems. How Americans wage war is the driving theme of the course.**

EL 575

WORLD WAR II IN THE ATLANTIC AND EUROPE

Professor D.V. Smith / Professor T. Jackson / Professor K. McCranie

This course will provide a comprehensive overview of World War II in the Atlantic and European theaters at both the strategic and operational levels. It has been developed particularly with those who have an avid interest in the multifaceted personalities, strategies, operational considerations, battles and ideologies it involved in mind. While national security strategies and military strategies will be a key focus of the course, equal consideration will be given to the campaigns and operations through which the war played out. The course will progress along two parallel lines or themes -- specific phases or geographic areas of the conflict and considerations of the national and military leadership of the various nations involved in the conflict. Whenever possible, individual seminar sessions will be led by leading academics that have done primary research in areas relating to the topic they will be covering. Most will also have published papers or books on the topic, which will be quite evident from the required reading list. Several noted guest Professors will also conduct seminars. In a limited number of cases, military members of the War College Faculty will lead sessions relating to personal areas of interest and expertise. Normally, each session will start with a one to one and one-half hour presentation followed by a break and then seminar discussion for the remainder of the allotted seminar time. Frequently, several Seminar Moderators will be in attendance at the seminar discussion sessions to facilitate consideration of aspects of the War falling within several areas of personal expertise. Since World War II is such a broad topic, especially when tracked at the operational as well as the strategic levels of consideration, it was determined that World War II in the Pacific would form the basis of a second elective course (EL 576). While it will be necessary to maintain the focus on Europe and the Atlantic due to time constraints, obviously both strategic and operational decisions were taken in the War within a worldwide context. Therefore, students should not feel constrained to limit or bound their discussion where to do so would prevent full consideration of the context within which events in the European war took place. Students are, however, highly encouraged to take elective EL 576 as well as to do otherwise would provide less than a total overview of World War II.

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EL 576

WORLD WAR II IN THE PACIFIC THEATER

Professor D.V. Smith / Professor T. Jackson

This course will provide a comprehensive overview of World War II in the Pacific and East Asia at both the strategic and operational levels. The course is designed to take advantage of Naval War College Staff and distinguished visiting professors who have done primary research and/or have published in subject areas relating directly to the material they will present in the course. Military members of the faculty will also lead sessions relating to personal areas of interest and expertise. One to one and one-half hours of each seminar will be reserved for presentation of material by the seminar moderator(s) for each session. This will be followed by seminar discussion on the day's topic. Frequently, several seminar moderators will be available at the seminar discussion sessions to facilitate consideration of material falling within several areas of expertise. The written requirement for the course will be paper of 10-12 pages which will represent a research effort on a subject agreed to by the seminar moderator, who will also serve as advisor for the research effort.

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EL 577

WINSTON CHURCHILL: STATESMAN AND WAR LEADER

Professor J. Maurer

Winston Churchill stands out as one of the most famous and admired statesmen of the twentieth-century. His historical reputation today rests largely on the role he played as Great Britain's prime minister during the Second World War. When Churchill became prime minister in 1940, Britain appeared on the verge of defeat. The downfall of France during the spring of 1940 threatened the humiliation of Britain as well. Churchill's determined leadership played a key role in preventing defeat, stemming the onslaught of Nazi Germany. His wartime speeches continue to inspire, being justly celebrated for the way they stirred the people of Britain, Europe, and the United States to resist aggression and fight on for total victory over monstrous

tyrannies. To achieve this victory, Churchill provided strategic direction to the enormous war effort made by Britain and its allies. Always the historian as well as a participant of major world events, Churchill produced a monumental and indispensable history, *The Second World War*, about this desperate global struggle.

The crisis year of 1940 was not the first time that Churchill found himself tested as a leader. Before becoming Britain's prime minister, Churchill had already served in a number of high-ranking government positions dealing with the preparation or making of war. As civilian head of the Royal Navy during the years immediately before the outbreak of the First World War, Churchill was the minister responsible for ensuring Britain's naval security against the growing threat posed by Germany's rapid buildup of its battle fleet. After Germany's leaders provoked war, Churchill sought strategic alternatives to the stalemate on the Western Front and its costly battles of attrition. In the period between the two world wars, he also took an active part in the contentious policy debates about how Britain might best protect itself from the growing international threats posed by Japan and Germany. Churchill had the courage to speak out about the darkening international scene during the 1930s, warning of how Hitler's Germany endangered Europe's peace and Britain's security. These warnings, however, proved unpalatable to Britain's leaders, who sought to keep Churchill from holding government office. The outbreak of a new war with Germany confirmed Churchill's warnings and brought him back into a position of leadership. Churchill's long experience with the politics of making strategy helped prepare him for the mantle of leadership that he would assume during the Second World War.

Throughout Churchill's long period of government service, he was at the center of controversy. To govern, said Churchill, is to choose. This course is about the political and strategic choices made by Churchill. His political and strategic decisions during the Second World War remain the subject of considerable debate. Churchill's admirers see him as providing an exemplar of how a wise political leader guides a democracy in wartime. His critics, on the other hand, maintain that Churchill's foreign policy and strategic prescriptions were sometimes dangerously flawed. Churchill's colleagues in government, both civilian and military, as well as the leaders of Britain's allies, would at times strenuously disagree with the strategies proffered by him. Was Churchill's political and strategic judgment as flawed as his critics maintain? Or, does he deserve the accolades of his admirers? In this course, we will seek to evaluate Churchill as a strategist by examining his policy views and strategy decisions. By investigating Churchill as a strategist, this course also offers a window on the high politics and strategy of the two world wars.

The story of Churchill's life is that of a leader guiding the fortunes of a world power in decline. Did Churchill's policy and strategy choices accelerate Britain's decline? Or, is it the case that his strategies, if they had been followed as he intended, would have better enabled Britain to uphold its international position? By examining these questions, this course will attempt to understand the driving forces—domestic political, economic, international, and military—that undermined Britain's standing as a world power during the first half of the twentieth century.

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EL 579 **VIETNAM -- THE LONG WAR**

Professor A. Bergstrom / COL (ret) A. Weber

This course covers the period from the establishment of Nguyen dynasty to the present. Some enduring themes of Vietnamese history will be examined to include the legacies of colonial conquest. The Vietnam War will be analyzed in depth from 1950 to 1975 with specific aspects of military involvement given special scrutiny. The perspectives of both North and South Vietnam will also be analyzed during the course. The purpose of this course is to reflect on the complex time period of the Vietnam War and to learn in a dispassionate manner the lessons that can be gleaned from the literature that is available on the war. The course format includes readings, film clips, slides, faculty lectures and seminar discussions of specific literature. Each student will be required to present an analytical book review and to prepare a short paper on a specific aspect of the war.

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EL 580 **COLONIAL WARS: 1846-1902**

Professor R. Norton

The colonial period of 1846 - 1902 featured a superpower (Great Britain) and a host of other great powers competing for global influence and markets. Wars and conflicts were frequent, often against a variety of opponents and were frequently marked by reverses for the European powers. In some parts of the world the colonial period still exerts a powerful influence and some students may find similarities between the challenges facing military and political leaders of the time with those faced by current leaders. Students will be evaluated on participation, a class presentation and/or a 5-10 page paper/final exam.

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EL 581 **FAITH AND FORCE: RELIGION, WAR AND PEACE**

Professor T. Demy

Religious beliefs affect our attitudes toward the world and our actions during times of crisis. This course focuses on the three great monotheistic religions of the Western World, Judaism, Islam, and Christianity, as their teachings bear on such issues as war and peace, church and state, land and power. Other topics include Hinduism and Buddhism; War at the Extremes; Low Intensity Conflict; and Justice, Righteousness, and War. Students are required to write brief talking papers on current events and brief opinion papers on selected questions of relevance to the overall topics of religion, war, and peace.

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EL 585A **ABRAHAM LINCOLN AND LEADERSHIP: A STUDY IN COMMAND AND STATESMANSHIP**

Dr. M. Owens, Jr. / Chief F. Justice Williams

As the inaugural train, carrying President elect Abraham Lincoln wound its way to the nation's capital, the country stood poised at a great divide. In those final hours before his Presidency began, standing under the American flag, Lincoln sealed his vow to unify and preserve this "new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." No president in American history has faced a greater crisis than Abraham Lincoln confronted in 1861. But was he prepared as a war leader and strategist? After all, he had only served as a captain of the militia during the Black Hawk War during which he had seen no action.

Did Lincoln know that war was to be the only option or did he hope to resolve the issues separating the North and South through political statesmanship?

How did he justify the steps he took to save the Union and preserve the Constitution?

Are there lessons we learned from Lincoln which apply to modern day justice in war?

This course explores both the public and private Lincoln and his leadership in both war and peace. It examines the nature of American democracy and the place of equality in American politics. Finally and most importantly, it examines the role of "prudence," the virtue Aristotle calls most characteristic of the statesman, in democratic politics.

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EL 587 **GEORGE WASHINGTON: INDECIPHERABLE MONUMENT OR INDISPENSABLE MAN? AN OVERVIEW OF HIS LIFE, CHARACTER AND LEGACY**

Professor W. Calhoun

Many of the multitudes of books written on Washington begin with a statement roughly explaining how difficult it is to "find George Washington the man" as he has been obscured by legend, misunderstanding, misrepresentation, and myth. Indeed, the myth, in the words of Marcus Cunliffe, is one of "suffocating

dullness." Having begun their books with this type of statement, most of these writers go on to take up the challenge of finding the "real Washington," and to further explain their perspective on this difficult feat. This course will be yet another attempt to find the "real George Washington," but it hopes to give interested students an opportunity to find Washington for themselves. The course will focus on a mixture of biography and specific themes--biography to remind of the arduous and incredibly eventful life Washington led, and themes to take advantage of the articulate writings of scholars and essayist who have explored specific issues in Washington's character and legacy. These different categories of readings will be assigned in mixture throughout the course to give the broadest background for class discussion while allowing exploration of themes of more specific interest to individual students. The course will address three central purposes as the title indicates: (1) to expose students to excerpts of several respected biographical writings on Washington so one can evaluate afresh the major events of Washington's life; (2) to explore important aspects of Washington's character by understanding some of the difficult choices he made, and what others wrote about him as well as what he wrote about himself; and (3) to examine portions of the legacy Washington left for his country as wartime Commander in Chief, as President of the Constitutional Convention, as first President of the United States, and as "Father of his Country."

The course will use a variety of teaching formats, including lecture, but focusing primarily on discussion seminars. As George Washington actually did sleep here (in Newport), there will likely be one field trip into town and possibly use of some video TV presentations. Each student will give a presentation (or possibly participate in a two-person team presentation, depending on the number of students) to be given in the last four to five weeks of the elective. The presentations will be approximately 30 minutes in length and will address some aspect of Washington's life, character or legacy as approved by the instructor by the third week of class. (The instructor will have a selection of topics students may choose from if they wish.) One of the purposes of the presentations will be to stimulate class discussion. Each student or team will also turn in a graduate level executive summary of their presentation, which will be the primary written requirement of the class.

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EL 589 **THE IMPACT OF GENERATIONS ON THE AMERICAN MILITARY AND AMERICAN LIFE**

Professor D. Kaiser

Leadership involves hierarchical interaction among men and women of different backgrounds, ranks—and ages. Because each generation sees and experiences the world differently, its members both lead in different ways and respond to different kinds of leadership. Meanwhile, the United States (and other societies as well) passes through different eras, and the relationship between the military and American society changes over time. The leadership styles of the 1940s did not work well during the 1960s, and the 1980s differed in critical respects from the 2000s.

The leading American generational theorists of the last twenty years have been the late William Strauss and Neil Howe, who published a series of books on generational topics beginning in 1993 and whose consulting firm, Lifecourse Associates, has frequently advised the various military services on issues of recruiting and retention. The relevance of their ideas to the contemporary military has consistently impressed students in this course since it was first given in 1998, and national and world politics since then have moved steadily in the directions they had already anticipated.

To be specific, the military now (as is usually the case) is composed of members of three generations. The senior leadership is made up mainly of Boomers (born 1943-60 according to Strauss and Howe); field grade officers and senior NCOs are mostly from Generation X (1961-81); while today's incoming troops and junior officers are Millennials (born starting in 1982.) More significantly, each of these generations represents one of four historic generational archetypes, kinds of generations that have recurred throughout American history. The Boomers are Prophets, similar to the Missionary generation (born about 1862-1884), which produced Franklin Roosevelt, George C. Marshall, and Douglas MacArthur. Generation X represents the Nomad archetype, like the lost Generation (born about 1885-1903), which included Nimitz, Halsey, Patton, Bradley, and Eisenhower.

Most significantly of all, the new Millennial generation represents the Hero archetype—the archetype of the GI or “greatest” generation that had such a profound impact on American life all during most of the second half the twentieth century. That is why this course, taught mostly through films, begins in the 1930s, when the GIs were roughly the same age as the Millennials are today, and the nation—then as now—was entering one of the periodic crises that redefine American life every 80 years or so. By looking at the last 70 years through generational lenses, we come to a better understanding of where the military and the nation are today and where they are going.

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EL 590 **MILITARY AND THE MEDIA: A PRACTITIONER'S PERSPECTIVE**

Ms. D. Koelsch

You're at the christening of a new sub along with dignitaries and members of the media. After the ceremony, you see the local television crew and reporter making a b-line right for you. But instead of questions about the sub, the reporter, microphone in hand, camera rolling, wants to know your personal perspective on Don't Ask- Don't Tell. You gruffly reply no comment and turn and walk away. That night on the news, the encounter is played out, and the only way you could have looked worse, is if you'd pulled your jacket over your head and ran away. Was there another way to handle the situation? What do members of the media want? How can you give it to them without jeopardizing your integrity? We'll look at how the media works, how to get YOUR message out, as well as some "tricks of the trade." We'll tour a local media outlet and hear from members of the media. Students will be required to practice writing press releases, holding news conferences, and formulating a media plan to deal with crisis situations.

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EL 592 **FOUNDATIONS OF MORAL OBLIGATION: THE STOCKDALE COURSE**

Professor P. Regan / Professor T. Demy / COL T. Gibbons

Since Socrates, moral philosophy has been taught both as a technical discipline and as a guide to life. Basic ideas discussed in this course include right, good, honor, freedom, necessity, law, justice, and happiness, as these pertain to the human situation generally and to the military ethos in particular. Lectures focus on both classical and modern Western philosophy including the Old Testament, the Socratic dialogues of Plato and the ethical writings of Aristotle, Kant, Mill, Lenin, and Sartre. Following each lecture, the implications of the thought of each philosopher will be discussed in seminars based on readings from Nietzsche, Dostoyevsky, Conrad, Koestler, Solzhenitsyn, and writings on military ethics including Vice Admiral Stockdale's "The World of Epictetus."

Approximately half of the reading for the course will be drawn from source philosophical writings and will be challenging. Each course session consists of a lecture followed by a seminar discussion. There is a combined paper and take-home final examination.

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EL 595 **DIRECTED RESEARCH**

Faculty Sponsors

This elective permits the individual student to pursue directed research alone or in combination with others under an appropriate faculty sponsor. Because of the special nature of this elective, the student must present in person a written research proposal, with the written endorsement of a proposed faculty sponsor, to the Associate Dean of Academics for Electives and Directed Research for permission to enroll. A one or two page abstract of the project's results, and a brief faculty evaluation, must be submitted with the final grade report. This elective is a suitable choice for a student who wants to pursue a special project on a limited basis; it could also be a preliminary research effort for an Advanced Research Project; or it could be used to expand a project undertaken in the prescribed curriculum.

EL 595B **DIRECTED RESEARCH (MAHAN SCHOLARS)**

Dr. C. Yeaw

Mahan Program Description:

The Mahan Program provides an opportunity for selected members of the College of Naval Warfare to participate in focused research projects dealing strategic and operational-strategic challenges of interest to the CNO. The projects run over the course of the entire academic year. One of the three academic trimesters will be devoted to full-time research. During the other two trimesters, a designated research elective supporting the respective project will be required. The projects focus on individual research as part of a cohesive set of issue elements; visits with policy, combatant, and intelligence experts to illuminate and validate student research; and the implication to, and potential insertion of, concepts into modeling, simulations, and interactive Wargaming. The final output of each project is a cohesive report detailing the findings of the Mahan's and the opportunity to brief the CNO at the end of the academic year. The following is a brief description of the Mahan Program project that will be ongoing during the academic year from August 2006 to June 2007.

There is broad consensus that the People's Republic of China (PRC) is intent upon becoming the dominant power within the East Asia and Western Pacific region. Recent developments in the PRC's nuclear and strategic forces, however, have called into question whether this intention represents the full extent of China's ambitions or whether PRC leadership views such regional dominance as merely the minimum acceptable sphere of influence, harboring more expansive, global ambitions. The Mahan Scholars Program for the academic year of 2006-7 will focus on a range of issues surrounding China's rapidly developing nuclear and strategic forces, including those under the command and control of China's Navy.

EL 595E/F/G **DIRECTED RESEARCH (HALSEY)**

Faculty

Halsey Program Description:

The Halsey Program provides an opportunity for selected members of the College of Naval Warfare and College of Naval Command and Staff to participate in focused, war fighting analysis projects dealing with near and mid-term operational challenges of interest to the CNO, the Navy Component Commanders, the numbered fleet commanders and Joint force commanders. Selected students participate in the Halsey program for the entire academic year. One of the three academic trimesters is devoted to full-time research in lieu of one of the core curriculum courses. During the other two trimesters, the student participates in the Halsey research elective. The Halsey groups employ individual research, visits with theater and agency experts, modeling, simulations, interactive wargaming and team assessments. The final output of each project is the opportunity to brief the CNO at the end of the academic year. The following is a brief description of the three Halsey Program projects that will be ongoing during the academic year from August 2008 to July 2009.

The **Halsey Alfa** project examines a set of specific, real-world operational challenges in the PACOM AOR. The project involves extensive individual and group research with an emphasis on two-sided, interactive wargaming.

The **Halsey Bravo** project examines a set of specific, real-world operational challenges in the CENTCOM AOR. The project involves extensive individual and group research along with modeling, simulation, and wargaming.

The **Halsey Charlie** project examines Integrated Missile Defense. The project involves extensive individual and group research along with an emphasis on real-world scenario assessments, operational planning and wargaming.

Members of the College of Naval Warfare and College of Naval Command and Staff may apply for no more than one of the projects. Students interested in participating in the Halsey program should contact the director of the relevant Halsey group.

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EL 595L **INTERNATIONAL AND OPERATIONAL LAW DIRECTED RESEARCH**

Faculty Sponsors- International Law Department Faculty

This elective permits the individual student to pursue directed research alone or in combination with others under an International Law Department faculty member. Because of the special nature of this elective, the student must present in person a written research proposal, with the written endorsement of a proposed faculty sponsor, to the Associate Dean of Academics for Electives and Directed Research for permission to enroll. A one or two page abstract of the project's results, and a brief faculty evaluation, must be submitted with the final grade report. This elective is a suitable choice for a student who wants to pursue a special project on a limited basis; it could also be a preliminary research effort for an Advanced Research Project; or it could be used to expand a project undertaken in the prescribed curriculum.

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EL 595S **DIRECTED RESEARCH (STOCKDALE GROUP)**

Professor J. Meyer

The Stockdale Group provides an opportunity for selected students in the College of Naval Warfare and the Naval Command College to participate in a focused research project dealing with operational level leadership challenges of interest to the CNO. The project runs over the course of the entire academic year, with the third trimester devoted to full-time research in lieu of the Strategy & Policy course. The project requires individual research, visits with military and civilian experts to illuminate and validate student research, and group development of a coordinated final brief. The final output of each year's project is a cohesive set of papers detailing the findings of the Stockdale Group and the opportunity to brief the CNO at the end of the academic year.

The designated research elective is required during the winter trimester in preparation for the spring Advanced Research Project. It provides a solid academic background in the field of leadership development, extensive discussion of relevant research tools and perspectives, and the opportunity to interact with current and former operational level leaders.

This course is **REQUIRED** for students selected for the Stockdale Group.

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*EL 597 **NAVAL OPERATIONAL PLANNER COURSE ELECTIVES**

CAPT W. Richardson / Professor M. Croskrey / Professor J. Duffy / CDR P. Moynihan / COL J. Rutledge / Professor P. Romanski

*EL 597A **OPERATIONAL ART AND THE NAVY PLANNING PROCESS**

This elective provides fundamental knowledge of operational planning, specifically addressing the operational art and its application within & throughout the Navy Planning Process. As an essential component of the Naval Operational Planner Course (NOPC) curriculum, this elective provides NOPC students with a solid foundation of generic operational-level planning, from which naval and joint planning skills will be derived and honed.

*EL 597B **THE NAVY PLANNING PROCESS AND THE JFMCC ENVIRONMENT**

This elective examines operational planning considerations at the functional component level of a Joint Task Force, specifically investigating the Joint Force Maritime Component Commander (JFMCC). As the second of three Naval Operational Planner Course (NOPC) electives, WE-597B provides NOPC students with firm comprehension of a JFMCC's unique operational-/tactical- level force employment considerations, from which feasible, suitable, and acceptable courses of action can be developed.

***EL 597C OPERATIONAL PLANNING CONSIDERATIONS FOR THE JOINT FORCE COMMANDER**

This elective examines operational planning considerations at the Joint Task Force level, specifically at the command element of the Joint Task Force Commander (JTFC). This third Naval Operational Planner Course (NOPC) elective provides the students with firm comprehension of a JTFC Commander's organization, functions, and operational force employment considerations. Activation of a JTFC command element is studied through the lens of the Standing Joint Force Headquarters (SJFHQ) construct, with practical application exercised by NOPC students acting as a SJFHQ core element during the Joint Maritime Operations (JMO) core course capstone exercise.

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EL 599 WARGAMING THEORY AND PRACTICE

Professor M. Martin / CDR D. Sampson / Professor S. Downes-Martin

Course Description: This course will provide students with an in depth understanding of the role of War Gaming in strategic thinking and operational warfare and analysis, sufficient to make the student an intelligent and critical consumer of war games. The course will address war gaming theory and principles as they relate to the practical issues of designing, executing and analyzing war games through readings, discussion, and war game play. The students will design a war game to deal with a set of operational/strategic problems chosen during the course under instructor guidance, and test their design by playing and analyzing it both during the session and during the week between sessions. Students will deliver a paper analyzing the chosen problem, how their war game design attempted to solve that problem, and the critical problems with war gaming that interfered with solving that problem. Required readings are kept to a critical minimum to provide students time during the week for war game play.

Course Goals: The following are outcomes related to specific competencies students will have attained by the completion of this course:

1. Core Competencies – Students will develop skills in:

- Effects Based Thinking – the linkage between strategic and operational problems and the design of the war game and analysis to address those problems
- Critical thinking – the validity and rationality of the war game design and analysis based on senior leadership's objectives of the sponsoring organization
- Strategic Perspective – the development of war game methodologies to address strategic and operational/strategic problems
- Leadership – the acquisition and development of war game objectives from senior leadership, the communication of possibly unpopular results to senior leadership of the sponsoring organization

2. Specialty Competencies – Students will be able to:

- Judge the validity of war game design to address Sponsor's objectives
- Judge the validity and quality of the execution of a given war game design
- Judge the applicability of various models and simulations to a given war game design
- Judge the quality of the plan for capturing war game results

- Critically interpret war game results
- Recognize strengths and weaknesses of war game reports

3. Cross Functional Competencies:

- Application of Joint Capability Areas in Coalition Warfare
- Interagency interactions at the strategic and operational/strategic level
- Instruments of National Power – DIME

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EL 602 **SHIPWRECKS, UNDERWATER ARCHAEOLOGY AND SEAPOW**

CAPT (ret) P. Symasko / Mr. R. Cembrola

Shipwrecks provide a unique opportunity through which to study seapower. They are often accurately dated, well documented by military and commercial records and relatively undisturbed. Usually abandoned in extreme haste, ships represent distinct time capsules of a moment in history. From them, we see firsthand the life of a seafarer in his time, and through them we can confirm or refute our contemporary conventional beliefs. This course will examine sites spanning over 2,500 years of history from Greek and Roman traders to 20th century Submarines and Aircraft Carriers to demonstrate what underwater archaeology has contributed to naval and maritime history. We will focus on what was found, the technology employed, appropriate laws governing the effort, the social aspects of shipboard life and the specific meaning of the discovery.

If unable to discover a wreck of their own, students will be evaluated on class participation and a take home final exam question addressing some aspect of course themes including underwater archaeology, emerging legislation, new insights into the sociology of the sailor and the extraordinary opportunities provided by the rapid advances in technology.

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EL 603 **MODERN CHINESE WARFARE**

Professor B. Elleman

Why did the Chinese empire collapse and why did it take so long for a new government to reunite China? This course, Modern Chinese Warfare, 1795-1989, will seek to answer these questions by exploring the most important domestic and international conflicts over the past 200 years, from the last half of the Qing Empire through to modern-day China. In particular, this course will discuss how most of China's wars during this period were fought to preserve Chinese unity, and examines the cyclical pattern of imperial decline, fall, and domestic chaos and, finally, the creation of a new unifying dynasty.

Understanding China and the history of modern Chinese warfare is essential in order to redress the common view that China is a victimized country. In fact, China has a long history of imperialism, and during the past two centuries has frequently used its self-proclaimed status as victim to manipulate western countries in its favor. This military survey will also help answer the question of whether China poses a military threat to the United States today.

The course will follow a seminar format of lectures, presentations, and discussion. In addition to participating in classroom discussions based on the common readings, students will be required to research a particular topic that interests them from within the course material. They are to summarize their findings in a 6-8 page paper and present these findings to the seminar by way of an informal 20-minute presentation followed by seminar discussion. Students are graded on a Pass/Fail basis. No prior knowledge of China or the Chinese language is required.

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Professor J. Norwitz

Overview: What are the strategic implications of terrorism, both domestic and international? What role will the Defense Department play in the "terror war?" What are the effects on society as we wrestle with choices between liberty and security? This course is designed to broaden individual understanding of the ever changing nature of terrorism and make some projections as to the strategic implications for defense planners.

Sessions include Definitions and the Intelligence Process; Examining Strategies for Combating Terrorism; Case Study *Battle of Algiers*; Understanding Radical Islam I; Understanding Radical Islam II; Constitutional and Legal Matters Relating to Terrorism; Domestic Counterterrorism; Human Intelligence and Fighting Terrorism; Applying Human Factors Analysis to Understanding Terrorism; Assessing the Risk from IEDs to Nuclear. Our focus throughout the course will be on implementation of solutions.

The course will follow a seminar format of lectures and discussion. Outside speakers with unique perspectives in the global war on terror will provide an opportunity to learn first-hand about ongoing counterterrorism efforts. Graduates will be included in a LIMDIS email group of former students and professionals involved in reducing the threat of terrorism.

The principal requirement will be a 15-page paper offering your thoughts on ONE key aspect of terrorism that you feel is central to seeking solutions. This is not a research paper. Rather, an original essay providing a strategy and an implementation plan that the reader will find persuasive as a possible solution and "way ahead."

A security clearance is NOT required. This elective is open to international students.

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Professor J. Ellsworth

Course Description:

During the Cold War, the central problem of decision making was getting enough information, quickly enough, to identify the best Course of Action. Today, the leader can be DROWNED in information from the moment of opening the spigot; the key challenge is distilling from that flood the trickle that is relevant, accurate, and actionable...despite vulnerabilities in human cognition, logic errors & disdain for skills supporting rigorous analysis, and deliberate manipulation by those with competing interests (to include the enemy!). Whether we ARE the leader or are tasked with ADVISING the leader making a particular decision, the ability to organize & "unpack" problems, distinguish important from unimportant factors, deal with uncertainty & incomplete information, identify & address unintended effects, understand & properly use emotion & intuition, and, above all, tell the difference between sense & nonsense are among our keys to success. The results of FAILURE in these areas fill our daily news. These competencies comprise critical thinking: the process by which sources & arguments are validated and applied to decisions. As leaders, we have a responsibility both to be skilled at them ourselves, and to develop them among our subordinate leaders and staffs. This course will enhance your preparation to fulfill that responsibility in your future assignments.

Course Requirements:

Students will organize into small teams that will work together to carry out a critical thinking analysis of a major national security related issue selected by the team (subject to faculty guidance and agreement). Each team will produce a jointly written report in which each team member writes a minimum 10 page chapter (and contributes to the introduction and conclusion), and participates in a team briefing describing and defending their analysis. The student leader for each team will be responsible for report production & ensuring the team operates effectively.

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Professor R. Suttie

A. Course Description: This course will provide students with an in-depth understanding of the European Union as it integrates and weighs its collective security role. The course will trace the evolution of the European Union from the ashes of World War II through the Cold War years, and into the present expansion and constitutional debates. The focus of the course will be on evolutionary issues, specifically the Treaty of European Union, the current debate [and relevant issues within] for a constitution of Europe, and its political, cultural, legislative, administrative and military interdependencies and influences with-and-on the United States. Additionally, the course will explore the evolving security relationship of the EU to the United States, emphasizing institutional relationships, decision making processes, transatlantic interests as well as real and potential friction between the European Security Defense Policy (ESDP) and U.S. military interests. Key areas of study will be Europe's desire to develop self-defense and power-projection capabilities to fit its common foreign and security policy. Discussion will concentrate on EU policy making and assess the degree to which this can be coherent in the future given the tendencies (both integrating and disintegrating) of globalization and enlargement. While the cautious wording used in the Treaty reflects sympathy and even affection for the Atlantic Alliance, the notion of an intra-European "common defense" does indicate a desire to create a mature Union with a strategic and military dimension that has serious and complex implications for the United States. The course will additionally explore the effects of European unification on an emerging Russia, the proffered political reasons for EU expansion, and ask the key question as to whether European strategy is in step with policy. Having addressed the strategic side, the course will conclude with a review of some of the more important developments within the EU with direct consequence for the United States, looking at the issues of power centers, budget and decision making.

B. Course Goals. The following are outcomes related to specific competencies students will have attained by the completion of this course:

1. Core Competencies:

- Critical thinking – political and military power center relationships between the European Union and the United States
- Strategically minded – Political and economic dimensions of the European Union

2. Specialty Competencies: {Europe and Eurasia Areas}

- Area Expertise
- Strategic culture of Europe
- U.S. interests and objectives in Europe
- Competing interests and objectives in Europe
- Strategies to achieve U.S. interests and objectives in Europe
- Linkage of resources to U.S. interests and objectives

3. Cross Functional Competencies:

- Regional Statesmanship and Diplomacy
- Understanding International Institutions
- Understanding Non-Governmental Organizations

C. Course Requirements: The course will follow a seminar format of lectures, presentations and discussion. Outside speakers are an option and will be considered on an opportunity basis. In addition to participating in classroom discussions based on the common readings, students will be required to write one short paper given

an option of themes, and one executive memorandum addressing a specific aspect of the EU. Additionally, students, in small groups of two or three, will present a short briefing on EU institutions.

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EL 613 **CHINA'S NATIONAL SECURITY**

Professor J. Pollack / Professor T. Yoshihara / Professor M. Chase

The emergence of China is certain to be among the most important features of global politics in the 21st century. Naturally, this development has important implications for U.S. defense policy. Indeed, American military leaders must become increasingly knowledgeable about the historical foundations, bureaucratic processes, cultural tendencies, and geostrategic imperatives that inform contemporary Chinese national security policy. This course is designed to meet that requirement.

The first half of the course will focus on the pivotal events in the history of Chinese national security policy: the Korean War, the Sino-Indian War, the Vietnam War, the Sino-Soviet split, the Sino-American rapprochement, and the Sino-Vietnamese War. What lessons have the Chinese drawn from each of these experiences? The second half of the course will evaluate the prospects for China's on-going military modernization. Among the issues to be explored will include: civil-military relations, decision-making, aerospace and maritime reorientation, nuclear weapons, Central Asia, relations with Japan, the Korean Peninsula, the South China Sea, and the future of Taiwan. Requirements for the course include approximately 150 pages per week, a student presentation, and a research paper.

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EL 618 **STRATEGIC LEADERSHIP**

Professor G. Andersen

The skills required to lead at unit level (the skills that officers studying at the Naval War College have mastered or are mastering) must be supplemented with further leadership skills to perform effectively at the flag-and general-officer levels of command. Additionally, knowledge of those higher skills is most helpful to those serving and supporting senior officers who must exercise strategic leadership.

This course will examine senior officers who have prominently influenced their services. We will draw upon insights from biographies and autobiographies, sociology, organizational theory, and academic and corporate studies of leadership to explore why and how those senior officers succeeded. Distinguished visitors (flag officers, scholars) will be arranged. Extensive reading, intensive research, a term paper, and oral presentations will make this a demanding elective.

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EL 628 **MODERN JAPAN**

Dr. S. Paine

Modern Japan seeks to provide students with the diplomatic, political, economic, historical, and cultural background necessary to understand the most important Asian ally of the United States. Topics to covered will include: traditional Japanese strategic thinking; Japanese cultural norms; nation building during the Meiji restoration and the post WWII occupation; the Japanese model for economic development (pre-war and post war); Japanese colonial policies in China, Korea, Taiwan; U.S.-Japanese relations; the economic bubble and stagnation; Japan's current strategic dilemmas.

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EL 628A **JAPAN AS U.S. STRATEGIC PARTNER**

PROF W. Farrell

This course will focus on the key issues that underpin the development of today's Japan. The organization will be chronological covering the period from the mid-nineteenth century to the present. Themes will include: traditional foundations of Japan; opening to the Western powers; domestic and international features of the late 1800's; the impact of World War I and World War II; the post-war "economic miracle;" Japanese government decision-making and policies; and contemporary security policy.

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EL 633A LATIN AMERICA AND THE UNITED STATES

AMB P. Taylor

This course is designed to help students better understand Latin America and prepare for professional responsibilities related to U.S. relations and programs in the region. To this end, the course reviews salient elements in the histories and current realities of major countries and groups of countries in the hemisphere. Past and current relations and issues of interest to the United States are emphasized. The elective is taught primarily through readings and highly participatory seminar discussions.

Students are required to prepare a ten to fifteen page paper on a relevant topic of interest and deliver a brief presentation of their findings to the seminar.

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EL 633B LATIN AMERICA: THE SECURITY CHALLENGE

Professor L. McCabe

The course will build on the Latin America and the United States elective and look closely at specific security issues in Latin America and the Caribbean to include terrorism, illegal drug trafficking, transnational crime, corruption, immigration, regional conflict, military build-up, anti-American attitudes, peer competitor influence, natural disasters, and the COCOM's approach to these challenges in the context of the Theater Security Cooperation Plan.

The elective will be taught primarily through readings, seminar discussion and guest speakers. Students will be required to prepare a ten to fifteen page paper on a relevant topic of interest and deliver a brief presentation of their research to the seminar.

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EL 633C ISSUES IN INTERNATIONAL ECONOMICS: WITH REGIONAL CASE STUDIES

Professor R. Lloyd / AMB P. Taylor

This course examines major contemporary issues of international economics from a strategic perspective, with relevant, illustrative cases from various regions. It will consider the world economic system and its major trade, financial and developmental institutions. International trade patterns and policies; investment flows, monetary issues and the international monetary system; multinational corporations and labor are studied. Students also examine international strategies for development and economic strategies of developing countries. The course assesses issues of energy and natural resources, cartels, and the use of sanctions and other methods of economic coercion. Finally, the seminar considers international aspects of the environment, population, famine and disease.

The course is conducted as a highly participatory seminar. No previous study of economics is required.

Each student is required to prepare a written research paper of approximately ten to fifteen pages in length on an issue in international economics of his/her choice. Students will give a brief oral presentation of the major points covered in their written report.

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EL 636 **INDIA, PAKISTAN AND SOUTH ASIAN SECURITY**

Professor A. Winner / Professor T. Hoyt

War, terrorism, nuclear crises, great power rivalry! South Asia has it all. This seminar focuses on the political, security, social, and economic dynamics of this increasingly volatile region from the independence of India and Pakistan to the present. Particular attention will be paid to the Indo-Pakistani rivalry, its nuclear dimensions, and its connection to Islamist-inspired terrorism. Afghanistan, its ties to Pakistan, and the South Asian region's role in the U.S.-led global war on terrorism will also be covered. Finally, China's role in the region – including its rivalry with India and support for Pakistan – will be addressed.

Course requirements will consist of a take-home essay exam or a short research paper on a topic of the student's choice (fifteen pages). Grading will be on a high pass/pass/fail basis and will be based on a combination of the student's written product plus a demonstrated understanding of the assigned readings through regular classroom participation.

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EL 637 **NWC/NPS EXECUTIVE ANALYSIS FOR THE WAREFARE COMMANDER
CERTIFICATE PROGRAM**

CAPT (ret) J. Kline / CAPT D. Otte

EL 637A **SURVEY IN ANALYSIS FOR THE WARFARE COMMANDER**

Course Description: Where did they come up with the cost estimate for that new submarine? How do we decide between cutting \$300 million in our ASW programs or the same in CVN-21? Should we build more pre-positioning ships? Curious?

Surveys in Analysis is one of three NWC electives that make up the Joint Analysis for the Warfare Commander Elective Program. The program is sponsored by Naval Education Training Command and is a joint NWC/NPS executive education initiative. Its purpose is to provide command-grade officers the ability to direct staff to support decision making through analysis, know how to interpret analytical results, and evaluate analytical studies.

Surveys in Analysis will give a board overview of how Department of Defense uses analysis to support decision making. It will be delivered through three-hour seminar blocks with a variety of experienced instructors having personal experience with providing analytical support to the Office of Secretary of Defense, CNO staff, Department of Homeland Security and various joint commands. Required reading and supporting material will be provided via the NPS Blackboard site: <http://nps.blackboard.com>.

The Survey in Analysis for the Warfare Commander elective fills one of three course electives to qualify for the Joint Analysis for the Warfare Commander AQD. The other two electives are Wargaming Theory and Practice, and Applying Analysis in Warfare: Sun-Tzu with a Calculator.

The elective will be taught as a combination resident, VTC and web enhanced course with a mixed schedule.

Students will be evaluated on seminar participation and one 1500 – 2000 word critique of an analytical study or paper. A list of example studies to choose from will be provided separately. A student may pick from one of these, or another cleared by the lead instructor, as long as the student did not review the study from a previous course in the program series. Students may also decide to conduct their own analytical effort to support core NWC classes in lieu of a study review.

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EL 637C **APPLYING ANALYSIS TO WARFARE: SUN TZU WITH A CALCULATOR**

Course Description: You are 48 hours in the 96-hour crisis action planning cycle. Knocking on your door, one of your J-5 staff officers who is an Army FA49 (ORSA) says “Sir, based on the reliability of the MH-53s, and using a basic binomial distribution, if we only use 4 helos, our probability of mission success is around 60%. I recommend we ask for more lift assets”.

You immediately think to yourself: “What the heck is an Army FA49 (ORSA) and what is he talking about?”

Interested in learning the answers to both?

This elective, “Applying Analysis to Warfare: Sun Tzu with a Calculator”, surveys techniques in measuring risk and uncertainty at the operational and tactical level of war. Its object is to give students an appreciation for where analysis is applied in the joint planning process and reviews analytical methods like pay-off matrices, decision trees, wargaming, simulation, and the use of basic equations. In addition, concepts of search theory are introduced to aid in ISR, ASW, and search and rescue mission planning. The material is taught by example and as in-class team problems. There are no requirements for students to have a math background to take this course.

The Applying Analysis to the Warfare: Sun Tzu with a Calculator elective fills one of three course electives to qualify for the Joint Analysis for the Warfare Commander AQD. The other two electives are Wargaming Theory and Practice, and Surveys in Analysis.

The elective will be taught as a combination resident, VTC and web enhanced course with a mixed schedule.

Students will be evaluated on seminar participation and one 1500 – 2000 word critique of an analytical study or paper. A list of example studies to choose from will be provided separately. A student may pick from one of these, or another cleared by the lead instructor, as long as the student did not review the study from a previous course in the program series. Students may also decide to conduct their own analytical effort to support core NWC classes in lieu of a study review.

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EL 644 **VISIONS OF FUTURE WAR**

Professor R. Norton

Since the late 1800s, military writers, who were often military officers, have produced works of fiction purporting to describe the nature of "the next war." These works differ from war plans as they sought to encapsulate emerging doctrines and technologies and examine the impact of these predicted changes on warfare. Some of these works have had profound impacts upon the minds of both lay readers and national leaders while others passed into obscurity. Then, as now, the ability to predict the emerging nature of warfare was of vital interest.

This class will examine several of these works and through the application of a standardized matrix seek to determine why these works were written and to what extent they accurately predicted the next major conflict.

An in-class presentation and exam will be required of each student.

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EL 646 **RISK MANAGEMENT FOR THE STRATEGIC LEADER**

Professor S. Downes-Martin

Risk and uncertainty are always present in any real-world decision among different courses of action. Therefore, developing different courses of action for a decision maker, selecting among those courses of action with different costs and benefits, and implementing those choices effectively require that risks and uncertainties be accurately and objectively recognized, estimated, incorporated, and managed. Also, grappling with strategic and operational problems usually involves the values of the planners and decision makers to a greater extent than is true with other types of problems. In strategic and operational environments, this can be daunting to say the least. This course will directly address different approaches to risk analysis and mitigation, the tools required, threats to sound risk management, and will enhance your preparation for operational/strategic leadership by providing you with a systematic process for analyzing and mitigating risk at the operational and strategic levels.

This is a research project based course. Students will organize into a Staff that will work together to carry out a risk analysis and mitigation for a potential Maritime Theater Security Cooperation Plan in the Arabian Gulf region. Since the course goals are focused on learning a process for, and fundamentals of, risk management, the project will be at the unclassified level. Each student will be responsible for the risk analysis for one or more PMESII perspectives, for working together to integrate these analyses, and for writing up their part of the analysis into the final report. In addition each student will brief their analysis to the Professors and the rest of the Team. The reading load for the second half of the course is light, and is replaced by significant project work to be done between the seminars.

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EL 647 **WORKFORCE STRATEGIE**

Dr. W. Ferree / Professor R. Ratcliff

This course will examine enterprise strategic planning from the idea that it is necessary to properly manage the workforce in such a manner to reach the overall goals of the enterprise. As part of that examination, the class will explore the theoretical nature of workforce strategies including the differences between public and private (for profit) institutions and those of closed and open management systems. The key issues that will be addressed include the problems presented by demographics of maintaining an All Volunteer Force; the problems associated with properly deciding what is the proper role of diversity in an organization and then how to lead such a diverse organization. How do you properly balance compensation in an organization between direct payments, quality of life improvements, health care, and retirement issues? Some recent theories will be explored about how to better integrate workforce decisions about who is acquired, trained and put into which positions, who is promoted and who is retained, into overall organization strategic planning. This course will be conducted in a seminar format, with guest speakers invited to provide subject area experts on the key issues presented. It should be noted that cases will usually examine military issues after exploring general theory.

In addition to completing assigned readings and contributing to classroom discussion, students will be required to submit a research paper of 12-15 pages in length and present a short (10-15 minutes) in-class presentation of their findings and conclusions.

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EL 651 **COERCE, DETER, COMPEL! ACHIEVING LIMITED AIMS THROUGH FORCE**

Professor F. Douglas

At its heart, beneath the words of diplomats and other actions of state, international relations are built on an appreciation of force. Even when hostile states will not speak to each other, they communicate - and change each others' behavior -- through the language of force. However, total wars are the exception, not the norm, and in confrontations between states the aims and means of most conflicts are limited - in a word, this is the arena of coercion. This was the bedrock of the Cold War nuclear stand-off, and the inner mechanics of conventional US actions from Kosovo to the Taiwan Straits.

This course will look at the problems and opportunities of using force to achieve limited political aims in highly restricted environments. It will seek to match theory to practice in two ways. First, each week's reading will pair a short piece on coercive theory with a case study illustrating the themes in action. Secondly, the weeks' cases will vary widely in context. For example, we will deal with deterrence in a superpower nuclear environment one week, examine coercive conventional air power against a weaker state in the next week, and perhaps naval "presence" used to deter a rising power the next.

The course will also put a premium on student participation and discussion, to include the use of several in-class decision exercises. The ultimate goal will be a student who is comfortable envisioning the political utility of limited force and is capable of articulating a course of action in a complex future setting.

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EL 656 **MODERN IRAN**

Professor J. Sampson

This course will introduce students into the historical background of Modern Iran, including its foundation, course, and the Iranian Revolution, and Iran in the modern era.

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EL 661 **INTRODUCTION TO AFRICAN CULTURES AND HISTORY**

Dr. R. Lobban (Department of Anthropology, Rhode Island College)

This course will survey the history and geography of the African continent to create a context for understanding its diverse cultures and more than fifty nations. Since North Africa is also part of the Middle East and, after Israel, Egypt and Sudan have been among the greatest recipients of American foreign aid, this continent is very significant. Its importance also lies in its natural resources (oil, and key metals), its strategic position (with three naval 'choke points'), major security dimensions (al-Qaeda, stability, democracy and failed states); markets, and a large diasporic population to name just a few. Yet, the study of Africa has been much neglected so this course will examine some major topics in African history, language and cultural diversity. Such will include: physical geography, climate, the length of African history, state formation, the slave trades, colonialism, national liberation, African political economy, religion, African cultural practices, and contemporary African issues and developments in health, economy, democratization, and conflict resolution.

This course is the first of three to be offered in AY 2005-06 as components of the Africa "area of study" called for by the CNO's *Guidance for 2005*. The Winter and Spring trimesters will offer, respectively, electives on "Governance and Economics in Africa" and "Security and Transnational Threats in Africa." As the Associate Dean of Academics for Electives and Directed Research noted in his memorandum of 25 April 2005, Navy students are required to select as electives only courses offered as part of their chosen area of study.

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EL 662 **GOVERNANCE AND ECONOMICS IN AFRICA**

Dr. J. Fobanjong (Department of Political Science, University of Massachusetts Dartmouth)

Africa is a vast and diverse continent, encompassing as of 2005, some 53 independent states. While all 53 nation-states occupy one massive landmass, there are important differences among them. It will therefore be misleading to lump all of them together as one monolithic whole as we study Africa. The cultural gap between northern and sub-Sahara African countries are astounding. Even within the same sub-region, there are tremendous geographic, economic and linguistic differences among states. Despite these basic differences, African states do seem to all face the same political and economic challenges. These would include challenges of democratization, economic growth and political stability. The primary goal of this course is to develop a clear understanding of these challenges and explore means by which they can be overcome.

Like most other major regions in the world today, Africa is part of a world polity. Our study and understanding of “Governance and Economics in Africa” cannot therefore be done in isolation. It necessarily requires that, as we study Africa, we pay attention to who Africa’s internal and external stakeholders are. By inter-weaving theory and illustrative case studies, the texts present students with a unique understanding of continuity and change in political systems as a whole and in developing political systems in particular.

Students will be required to write an 18-20 page research paper on a topic of interest relating to the course material.

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EL 663 **SECURITY AND TRANSNATIONAL THREATS IN AFRICA**

Dr. S. Emerson

This elective is intended to analyze and discuss the meaning of security in Africa and the strategic and policy options available in addressing these concerns. Both traditional and non-traditional formulations of security will be examined, along with their implications for U.S. and allied foreign policy. The course will consider the origins, issues and factors that drive current conflicts, as well as efforts to resolve them. It will also look at potential flash points, preemptive measures, and the implications for U.S. security strategy in Africa. The treatment of transnational threats will include an examination of terrorism, health and disease, the environment and urbanization, small arms and light weapons proliferation, and transnational crime.

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EL 667 **UNDERSTANDING AND DEALING WITH CONFLICT**

Professor L. Modisett

Conflict is universal. It arises between nations, cultures, ethnic groups, political movements, religions, economic entities, and individuals. We even encounter conflict within ourselves.

Those who occupy positions of responsibility within military commands, civilian agencies, businesses, schools - indeed, any organization or community - must deal with conflict continually. Failure to do so will jeopardize the prospects of achieving the organization’s goals and possibly the survival of the organization itself. Given the unstable political, social and cultural environment in which many contemporary military operations are conducted, the ability to understand and deal with conflict at all levels has never been more important for those who lead U.S. troops and the civilian organizations that work with them.

The objective of this course is to enable students to understand conflict and deal with it more effectively wherever they encounter it. We will draw insights from political science, economics, game theory, sociology, anthropology, psychology, comparative religion, philosophy, and literature. We will consider both theoretical and practical aspects of conflict, using examples from current events, history and personal experience.

As designer and facilitator of the course, I hope it will prove of daily and lasting value.

Course requirements: Students will be required to participate in class discussions (50 percent of grade), make a presentation to the class on some aspect of conflict (30 percent), and submit a final 4-page essay discussing lessons learned from the course (20 percent).

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EL 668 **IRREGULAR WARFARE**

Professor J. Waghelstein

...guerrilla warfare is so incongruous to the natural methods and habits of a stable and well-to-do society that the regular army has tended to regard it as abnormal and to forget about it whenever possible. Each new experience with irregular warfare has required then, that appropriate techniques are learned all over again.

Russell F. Weigley

Guerrilla or irregular warfare is to warfare as NCAA Lacrosse is to Indian Lacrosse. The former is played under a set of rules regarding number of players in a defined arena with a time limit. There are accepted constraints on the players' conduct. The game's outcome is measured in the number of goals and the results usually accepted as final. Indian Lacrosse was played without any of the above rules on the size of the arena, on the numbers of and on what was permitted by the players. There was no time limit.

In the 19th & 20th centuries, the United States and other powers were, and apparently into the 21st, are confronted by a wide array of challenges including irregular, guerrilla or partisan warfare. This is nothing new. Since our own colonial experience we have been challenged by irregular foes and by foes using both conventional or regular and irregular methods. We have used irregular warfare in war as an adjunct to our conventional warfare.

This course examines how armies have done when confronted by these threats and how armies have used irregulars as force multipliers.

Objectives: To provide the student with an understanding of Irregular Warfare

Methodology: This elective combines lectures and seminar discussions. Additionally, students will participate in both group and individual research and present their findings to the seminar.

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EL 670 **SOUTHEAST ASIAN SECURITY**

Professor R. Ratcliff

Southeast Asia is emerging once again as a major sub-region of concern for the United States government. This course examines the wide range of emerging security threats. Traditional security issues involve strategic sea lanes, undersea energy resources, terrorism, piracy, conflicting territorial and maritime claims, ethnic politics, and weak states and regimes. We also examine non-traditional, transnational security problems such as public health issues (SARS, AIDS, bird flu), environmental dangers (forest fires, water resources, fisheries), piracy, fundamentalism, and migration. All of these are related to the crucial challenge of national and transnational terrorism.

The course begins with several sessions explaining the history of security institutions and arrangements in Southeast Asia, national and sub-sub-regional (mainland vs. archipelagic) perspectives, and the role of colonialism and history. We then focus on one-to-three countries per session, providing first some insights into national perspectives on security problems, then details on current security challenges. Ultimately we discuss the implications for U.S. policy towards the area

Course requirements: Students are required to participate in class discussion and write one research paper of approximately 15 pages.

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EL 671 **RELIGION, SOCIETY, AND POLITICS IN AFRICA**

Dr. R. Lobban (Department of Anthropology, Rhode Island College)

This elective explores the critical role religion plays in African societies and its relationship to political development and social conflicts. From the external spread of Islam, Judaism, and Christianity into Africa to clashes between indigenous belief structures, religion has served as a powerful mobilizing force in shaping the face of modern-day Africa. This elective will examine the historic impact of religion on a wide range of political, security and social issues and explain why this matters today. This course will consider the origins, issues, and factors that fuel current religious divisions, the changing nature of religion in Africa and analyze ways to resolve religious-driven conflicts.

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Professor A. Erickson / Professor W. Murray / Professor A. Wilson / Professor L. Goldstein

This elective examines the historical and cultural factors that contribute to the current state and future trajectory of China's commercial and naval maritime development. Special emphasis will be given to assessing how China's maritime development will affect the United States and its security interests in the Western Pacific with specific focus on Japan and relations across the Taiwan Strait. Core readings will focus on China's historic and contemporary commercial and naval development, but will also examine the factors propelling that development, including reunification with Taiwan, military modernization and self defense needs, and economic factors including the structure of China's industry and its energy and other raw material requirements. Class discussions will emphasize how these factors and developments can be addressed or affected by US policy choices.

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LtCol (Ret) R. Madrid, USMC (The Pennsylvania State University)

1. **INTRODUCTION.** The multiple roles and mission required of US forces in today's global environment provide a host of unique challenges. One of these challenges is to impose control and order on hostile forces with a minimum of casualties to themselves, the belligerents and/or the surrounding civilian population. Tactical and operational events in Somalia, Bosnia, Haiti, Afghanistan, Iraq and the potential for military operations supporting Homeland Security/Defense, will require the military to have available a variety of tools to deal with this challenge. One of the tools currently available is non-lethal weapons (NLWs).

NLW's provide the field commander a means to negate the possibility of non-belligerent casualties, mitigate the CNN effect and to control the escalation of conflict. However, the use of NLWs also raises a plethora of human effects, public perception, legal, and operational issues. What will be the public perception of weapons that injure but do not kill? What international and domestic laws might the use of non-lethal weapons violate? Can the expectations of effectiveness, e.g., minimal casualties, be met?

With the creation of the Joint Non-Lethal Weapons Directorate (JNLWD) in 1997, the Department of Defense has mounted a multidiscipline R&D approach to ensure that non-lethal weapons development and deployment meet a multiplicity of Service and Combatant Commander (COCOM) warfighting requirements

2. **OBJECTIVES.** The objectives of this course are to:

- Gain an understanding of the potential utility of non-lethal weapons across the spectrum of conflict.
- Expose the student to the realm of non-lethal capabilities (e.g. weapons, effects, and effectiveness) and how they can be used to bridge the gap between verbal commands and lethal fire during engagements or to augment lethal fire capabilities.
- Provide students exposure to non-lethal weapons technologies in order to appreciate their capabilities and limitations.
- Gain an appreciation for human effects characterization, public awareness, acceptability, legal, operational, and policy issues related to the employment of non-lethal weapons. This includes study of the balance between policy, operations and technology.
- Provide background in order for students to be able to analyze the implications of non-lethal weapons development on Service and Joint doctrine and tactical/operational rules of engagement.
- Review lessons learned from past use of non-lethal weapons.
- Gain an appreciation for the potential of non-lethal technologies to support Homeland Defense and civil-military operations.

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CONFRONTING ARMED GROUPS: 21ST CENTURY CHALLENGES TO US NATIONAL SECURITY

Professor M. Genest / Professor A. Dew

Course Description:

This course is designed to explore the serious challenges to US national security posed by non-state armed groups. From insurgents operating inside Iraq to FARC terrorists in Columbia to pirates wreaking havoc in the Strait of Malacca, armed groups are increasingly the face of modern warfare. Despite the fact that armed groups have always existed there is no clear consensus among scholars and military strategists on how to define or categorize these groups. For the purposes of this course, armed groups will be used to describe a myriad of actors including terrorists, insurgents, warlords, militias and criminal organizations. While some armed groups confine themselves to local goals many others seek regional and global influence. Moreover, many of these armed groups have developed global capabilities and are able to inflict enormous political, humanitarian and economic damage.

The unique challenges posed by armed groups needs to be understood in the context of the post cold war environment and the advent of globalization, which have allowed armed groups to thrive. We will explore a variety of political, economic and military strategies that have been and are being employed to respond effectively to the challenges presented by armed groups in the twenty-first century. This course will provide a cross-section of subject matter experts to lecture and lead follow on discussions on various armed groups found in the modern security environment.

Course Requirements:

1. Students will produce a short paper that analyzes the development, operational capabilities and strategic aims of a specific armed group.
2. Students will present their findings to the class in a 20 minute briefing.

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STEAM, ARMOUR, WEAPONRY AND SPEED: A CASE STUDY IN NAVAL STRATEGY AND TRANSFORMATION, 1870-1914.

Professor A. K. Ross

Listening to all the current “hype” about the alleged revolutionary impact being created by the onset of the information age, one could be forgiven for imagining that this is somehow the first point in historical time where such a broad and far-reaching set of changes have had to be confronted. In naval terms, the legacies of the Cold War era, with its emphasis on sophisticated platforms and global presence, has given way to an age where the threats are less certain and where the consequent justification for expensive “legacy” systems is harder to find. The emphasis has fallen instead on reactivity and rapid global power projection. The net result of all of this has been a perceived need to “transform” the whole ethos of what we understand by the exercising of sea power.

As an entering argument, this course takes the view that the changes that followed the Industrial Revolution over 100 years ago were equally as bewildering to the strategists and planners of the time, and that the study of this period is therefore useful to us in attempting to chart a course through the current upheavals. Almost overnight, vast fleets of expensive battleships were made obsolescent by the perfection of yet another radical weapons system or the successful coupling of weapon and speed in a single new capability that was likely to be within the reach of even the poorest powers of the day. The potential impact that this had on the naval balance of power of the day was incalculable, not to mention its effects on the costs of remaining on the “cutting edge.” Using a historical approach, this course will chart the appearance of the different technologies; steam propulsion, lightweight armor, quick-firing guns, steam turbines, the all-big-gun ship, mines and submarines, and look in turn, at the response of the politicians, the naval theorists, the planners and the industrialists to the dilemmas that they posed. In essence, we will be examining the changes wrought on the

naval mission – just what did it mean to exercise naval power in the industrial age; how did this differ from the previous era, and did the navies of the day ever grasp the significance of what was happening around them? As befits a course at the NWC, the emphasis will necessarily fall on the impact that these “transformational eras” can have on the larger, well-established naval powers.

Students completing the course will be able to articulate some of the key pressures that face naval planners in a transformational age and, with the benefit of a broader historical background, should be better placed to ensure that the tenets of naval theory and practice remain at the forefront of the advances; “driving the train,” as opposed to simply reacting to technology and the actions of others. The course will follow a seminar format of presentations and discussion. In addition to participating in all classroom discussions, students will be required to research a particular topic that interests them from within the course material. They are to summarize their findings and present them to the seminar by way of an informal, 20 minute presentation which should lead naturally into deeper seminar discussion. Using the research conducted and, if necessary, the feedback gained during the class discussions, the written requirements are met by way of an accompanying, short, 4-8 page “think piece,” which should document the main arguments presented and the sources used.

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***EL 681 BASICS OF INFORMATION OPERATIONS**

CAPT S. Helm

This course examines the doctrine and integrated use of Information Operations in contemporary operations. Topics of interest include legal and doctrinal guidelines, DoD policy initiatives, planning strategies and the appropriate integration of Information Operations across the range of military operations. The individual five core capabilities of Information Operations will be examined in depth. This course will familiarize students with Service and Joint Information Operations centers of excellence through various guest speakers.

Each student is required to write and present a 7-10 page paper on some aspect of Information Operations.

Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years. Individuals should contact the Security Office if they have questions about their eligibility.

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EL 682 STRATEGIC COMMUNICATION

Professor B. Gregory (Director, Public Diplomacy Institute, The George Washington University)

Course Overview

This course examines concepts, institutions, and practices in strategic communication. We will explore its meaning and central issues in the U.S. government’s use of an instrument vital to national security and 21st century statecraft. Topics include: (1) analysis of public opinion, mediated politics, public diplomacy, public affairs, propaganda, and related concepts; (2) the impact of globalization and information technologies on open communication in diplomacy and armed conflict; (3) the power of media defined to include varieties of web-based communication; (4) communication strategies of terrorists and other non-state actors; (5) methods and approaches of political leaders, military commanders, and diplomats; and (6) challenges in strategic direction, coordination, and change in institutions and interagency process. The course assumes a mutual commitment to learning and shared knowledge through lectures, case studies, videos, class discussion, and papers with presentations prepared by two-person student teams.

Strategic communication can be understood to mean:

- A comprehensive and coherent set of activities, of which messaging is just one element.

- A continuous, dynamic, iterative process based on deep comprehension of cultures, attitudes, perceptions, influence networks, demographics, and other factors.
- An instrument in strategic logic with analytical boundaries, distinguishing characteristics, and relevance to the successful use of all other instruments of power.

Discussion and constructive critique will be invited on these assumptions throughout the course.

Course Objectives

1. Develop strategic knowledge and critical thinking in conceptual, structural, and professional practice issues in the public dimension of national security.
2. Develop skills for analysis of central questions and issues in the field, and ability to express views effectively orally and in writing.
3. Become familiar with relevant literature and the availability of web-based resources.

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EL 683 INTELLIGENCE SUPPORT TO INFORMATION OPERATIONS

TBD

Description is pending.

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EL 684 HUMAN FACTORS

Professor E. Mastors

This course is about “human factors” analysis for the purpose of influencing decision-makers and leaders. Issues such as Language, Regional Expertise and Culture, Cultural Anthropology, Human Networks, Decision Making Processes, Business and Marketing strategies, Insurgency/Counterinsurgency, and Leadership will be examined. In this course “human factors” is the means by which we understand the psychology of individuals and groups; only then can we influence them or disrupt their activities. This course is divided into two sections: theory and practice. The first part of the course focuses on ways of understanding leaders and groups. During this portion we discuss a leadership framework with which to analyze foreign leaders and focus on the social psychology of influence. We also examine the psychology of group behavior. The second part of the course focuses on practical application of these concepts. Here students are provided the opportunity to apply the principles of influence and disruption. Students will participate in workshops where they will devise an influence and disruption campaign that involves three levels of analysis; individuals, intragroup and intergroup. Students will be graded according to their participation in the project and a final presentation of that material.

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EL 685 SYSTEMS, TECHNOLOGY AND INFORMATION OPERATIONS

TBD

Description is pending

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EL 686 PERSPECTIVES ON OPERATIONAL AND STRATEGIC LEADERSHIP

Professor M. Pavkovic

This seminar examines leadership at the operational level of war and the impact that success or failure at this level can have on a nation's overall strategy. The course makes use of key leaders and their management of operations in order to discern the qualities that the successful military commander must exhibit in planning and executing operations (as well as those that he must avoid). The course also considers the distinction in leadership that emerges in the transitions from a peacetime military to a warfighting one.

The course will have weekly seminars structured around one or more leaders and will include both U.S. and foreign leaders as well as land and naval commanders. Students will be given introductory lectures and readings in order to equip them for the week's discussion. Students will be expected to choose a leader and write a research paper that analyzes that commander's qualities at the operation level.

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EL 690 **STRATEGIC LEADERSHIP AND COMMUNICATIONS**

Professor K. Walling

Many today wonder whether the United States is doing well in the war of ideas against Islamic extremists who resort to terrorism to achieve their objectives. Others suggest that despite American dominance in the media around the world, our adversaries may be doing a better job getting their message out to those they aim to recruit to their cause. What used to be called rhetoric is now called strategic communications, the art of persuading multiple audiences to take sides with us rather than against us. If we fail in that art, all of our enormous military, economic, technological, and other advantages may not suffice to enable us to win this particular kind of ideological struggle.

So this course will explore strategic communications and the kinds of leadership necessary to be effective at it in the classic mode of the Strategy and Policy department by using case studies as old as the Fifth Century, B.C., and as recent as yesterday. Students will be expected to read ca. 100 pages of original sources per week, to participate consistently in seminar discussions, to take part in a strategic communications war game, and to write a fifteen-page speech that attempts to sway multiple audiences for or against the United States in the current war of ideas.

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EL 691 **RADICAL ISLAMIST MOVEMENTS**

Professor H. Lane

The objective of this course is to immerse students in the current debates regarding Islamist movements in the Greater Middle East. In the last century, there has been an indisputable growth in the number of Islamist movements in the Middle East and in the world as a whole. Many of these movements have embraced radical and often violent solutions to the problems they face within their societies. Some have resorted to terrorism against international targets, the state or against particular ethnic and religious groups within their own societies. In this course, students will study the various historical, political and sociological contexts from which these movements emerge. They will also become familiar with both Western and non-Western explanations for jihad and armed struggle through such tactics as "suicide" bombings. Students will further explore controversial arguments about whether sacred texts such as the Qur'an can be used as the basis for such actions. This seminar will be exposed to the most important and most current debates on religious radicalism and violence as it pertains to Islam, as well as case-studies on particular movements that have current political and strategic importance to the US. Students need not possess any prior knowledge about the topic or the region of the Middle East. This elective welcomes international students.

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EL 693 **NUCLEAR STRATEGIC ISSUES**

Dr. C. Yeaw

Course Overview: This seminar will examine the issues of nuclear weapon strategy, policy, doctrine, planning, operations, and force structure. In order to elucidate the full range of concepts, significant consideration will be given to how those issues played out between the United States and the Soviet Union during the Cold War, but much time will also be spent thinking through these issues as they are faced by all of the world's current nuclear powers, whether *de facto* or *de jure* or merely aspiring. Strategic deterrence, compellance, coercion, escalation, ambiguity, deception, parity, and balance have become much more complex in today's nuclear multipolar and multicultural world. Nevertheless, the basics of strategic nuclear calculus remain essentially unchanged, even if the application of those basic elements varies across the globe with each possessor (or *seeker*) of nuclear weapons. We will attempt to both understand thoroughly and apply to current circumstances, the full range of nuclear strategic theory.

This course is **REQUIRED** for students selected for the Mahan Scholars Program but is open to other students, as well. Students will be required to write an eight-page essay related to some component of nuclear strategy, and complete a novel and entertaining final exam.

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EL 694 **NUCLEAR PROLIFERATION ISSUES**

Dr. C. Yeaw

Course Description: The field of nuclear nonproliferation has been very active for the past five years, and the activity has had immense impact upon U.S. national security:

- the deployment of a very large military force in unstable Iraq, where a (perhaps "the") principal reason for toppling the former Iraqi regime was the supposed covert revitalization of that country's historic nuclear weapons program
- the grave concern that an Iranian nuclear weapons program would disastrously destabilize the situation in the Middle East and the question of whether Iran can be effectively deterred
- the rapidly evolving nuclear situation on the Korean Peninsula, where sizable U.S. forces remain militarily engaged in a 50-plus year standoff and where the Kim regime recently tested a nuclear device
- the stunning revelation and dismantlement of Libya's covert nuclear weapons program, the reintegration of that country into the international system, and the extensive network of nuclear technology suppliers that was subsequently revealed, headed by Pakistani A.Q. Khan.

This seminar will examine the complex issues of nuclear weapons aspirations, technologies, capabilities, supplier networks, nonproliferation efforts, nuclear security and terrorism, and various other aspects of the nuclear nonproliferation field. Special emphasis will be placed on examining issues of recent and current proliferation concern, such as the cases of Iran, North Korea, Iraq, and Libya. Students will be required to write a research paper for the seminar. The course will be conducted at the unclassified level.

This course is part of Area of Study 10: Strategy, Operations and Military History. It is concurrently part of Area of Study 18: Theater & Strategic National Planning.

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EL 696 **S&W ARP ELECTIVE**

S&P Faculty

Description pending.

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***EL 697 CHINESE MILITARY MODERNIZATION**

Professor M. Chase / CAPT L. Olsen, USN / Professor W. Murray

This course is designed to enable students to analyze Chinese military modernization and assess its implications for regional security. The course will focus on a number of issues, such as the problems of assessing foreign military transformation in peacetime, the history of the Chinese military, Chinese defense spending, the Chinese research, development, and acquisition system, the modernization of China's military hardware (including conventional ground, air, and naval forces, nuclear and conventional missile forces, and space and counter-space capabilities), and the professionalization of the Chinese military. The course will also examine Taiwan's security policy and defense modernization programs and potential Chinese courses of action in a cross-Straits conflict. Finally, it will address the implications for the United States at the strategic and operational levels. Requirements for the course include approximately 100-125 pages of reading per week, active participation in classroom discussion, and a short research paper and classroom presentation.

The course will be conducted at the SECRET level.

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EL 699 THE BALKANS: ROOTS OF CONFLICT

Professor J. Schindler

This course provides students with an overview of security issues in the Balkans today, with emphasis on a multinational and multidisciplinary perspective. Recent Balkan history is explored, with special focus on the collapse of Yugoslavia and present security challenges for NATO and the USA in Kosovo and Bosnia.

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EL 700 COMMAND AT THE TACTICAL LEVEL

Professor J. Meyer / Professor J. Fullerton

This course is intended for unrestricted line and combat arms officers preparing for tactical command assignments. Based on the Navy model of command as described in Navy Regulations and Title 10, it will examine the key issues of leadership every Commanding Officer will face at the tactical level of warfare. Particular attention will be paid to the foundations of command in the concepts of responsibility, authority and accountability, the timeless tenets of leadership, professional military ethics, core values from the command perspective, the means of building unit cohesion and the will to win, the relationship of risk and mission readiness, and the importance of command philosophy and vision. Through the use of historical case studies including CDR Ernest Evans, Col Joshua Lawrence Chamberlain, and Vice Admiral James Stockdale, guest speakers, assessment of several important theoretical concepts and various writings from senior leaders, officers will examine and be able to apply techniques that will help foster mission readiness and success. The course facilitators are both retired Navy captains with multiple afloat command and leadership development experience.

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EL 701 MARITIME HOMELAND SECURITY / HOMELAND DEFENSE

Professor I. Luke / Professor C. Schloemann

Course Description. The attacks against the World Trade Center and the Pentagon on 11 September 2001 awakened many Americans to the reality that their homeland was not as safe as once assumed. The U.S. government reevaluated its homeland security posture and made significant organizational adjustments, including creating a cabinet-level Department of Homeland Security (DHS) and a new combatant commander (USNORTHCOM) with a geographic area of responsibility including for the first time the continental United States and surrounding waters. Securing the safety of our homeland is a shared responsibility between many actors including federal, state, local governments, the private sector and

others. Responsibility for securing us against from maritime domain threats in particular crosses many organizational boundaries, and as such precludes unity of command and presents significant challenges to unity of effort. The Department of Defense (largely the Navy) and the department of Homeland Security (primarily the Coast Guard) share much, but by no means all, of the responsibility for maritime security. The challenge is exacerbated by the immensity and largely unguarded nature of our nation's coastlines. Our nation has come a long way since 9/11 in coordinating efforts to secure our homeland from maritime threats, but much work remains to be done.

During this course, students will examine the challenges of the maritime homeland security/defense mission from a variety of perspectives, looking at the characteristics of the maritime domain, the nature of the threat, the capabilities and limitations of the various services and agencies with responsibilities in this area, as well as the key policy and organizational challenges facing national leaders in securing our maritime borders. The focus of this course will be on the aspects of the topics relevant to future military leaders, but the topics themselves span far beyond the military sector.

This course is the first of a three elective track in the area of Homeland Security/Defense, intended to be taken in the sequence presented. The two follow-on electives are EL 703 *Homeland Security/Homeland Defense and the Department of Defense*, and EL 705 *Homeland Security/Homeland Defense Fundamentals and War Game*.

Student Requirements. Each student will be required to write a 5-7 page research paper on a topic related to course content and do a 10-15 minute in-class presentation on results of that research. The topics for research will be approved by submitting the chosen subject to the course instructor no later than the third class session. In addition students will be required to prepare for and participate in an in-class table-top maritime threat response exercise.

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EL 702 **LEADERSHIP DEVELOPMENT: THEORY AND PRACTICE**

Professor G. Andersen

This course examines how military organizations can and do transform a diverse array of officers and enlisted personnel into a cohesive team that can accomplish the mission. It begins with the issues of whether leaders are made or born, and what the difference is between leadership and management, and leads to an integrated perspective on leadership development. Based on the application of leadership development theory, it will examine the means by which military leaders develop their subordinates and the future leaders of the force. The course examines the evolution of leadership development theory from the Great Man approach to trait theory, behavioral theory and social learning theory with particular attention to concepts of transformational leadership and competency-based development programs. Students will review and assess current and historic service leadership development doctrine and practice, and consider an appropriate balance of education, experience, training and modeling in developing future leaders at the tactical and operational levels. Students will be required to write a 10-page research paper and several short papers on selected course topics. The instructor is a retired Navy officer who headed the leadership education program at the Naval Academy 1998-2000 and helped found the Center for Naval Leadership.

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EL 703 **HOMELAND SECURITY / HOMELAND DEFENSE AND THE DEPARTMENT OF DEFENSE**

Professor S. Carpenter / Professor G. Greenleaf / COL K. Darnell

Course Description. The attacks against the World Trade Center and the Pentagon on 11 September 2001 awakened many Americans to the reality that their homeland was not as safe as once assumed. The U.S. government reevaluated its Homeland Security/Homeland Defense (HS/HD) posture and made significant organizational adjustments, including creating a cabinet-level Department of Homeland Security (DHS) and

a new combatant commander (USNORTHCOM) with a geographic area of responsibility including for the first time the continental United States and surrounding waters. Securing the safety of our homeland is a shared responsibility between many actors including Federal, State, Local governments, the private sector and others. Responsibility for securing the country against threats, whether natural or man-made, as well as providing disaster response and mitigation support to civil authorities (Defense Support of Civil Authorities or DSCA), crosses many organizational boundaries, and as such precludes unity of command and presents significant challenges to unity of effort.

In the realm of DSCA, The Department of Defense is able to provide many unique capabilities and assets as well as significant resource support for disaster recovery if called upon once the capabilities of the local and state authorities are exceeded or not available. This mission requires Joint and Interagency coordination and cooperation at a high level. Working with the Department of Homeland Security (primarily the Federal Emergency Management Agency or FEMA), DoD responds to a disaster through a highly structured and integrated system to identify, resource, and task DoD capabilities, resources, and assets for a disaster response.

In terms of Homeland Defense, USNORTHCOM coordinates all DoD activities in response to emerging and realized threats to the homeland. In this role, the combatant commander must operate within the Joint Service, Title 32 (state National Guard forces) and non-DoD Federal Agency realm to coordinate a robust military defense and appropriate response.

During this course, students will examine the challenges of the DoD's HS/HD mission from a variety of perspectives. These include DoD's DSCA role and the procedures for employing DoD in a disaster response, the Interagency process in DSCA, HS/HD guiding instructions and philosophy as encompassed by such directives at the National Response Framework (NRF), the nature of the threat, the capabilities and limitations of the various Services and Agencies with responsibilities in this area, the key policy and organizational challenges facing national leaders in securing the nation against threats both natural and man-made, and so forth. The focus of this course will be on the aspects of the topics relevant to future military leaders, but the topics themselves span far beyond the military sector.

This course is the second of a three elective track in the area of Homeland Security/Defense, intended to be taken in the sequence presented. The three electives are: FE 701 *Maritime Homeland Security/Homeland Defense*; WE 703 *Homeland Security/Homeland Defense and the Department of Defense*, and SE 705 *Maritime Homeland Security/Homeland Defense Fundamentals and War Game*.

Student Requirements. Each student will be required to write a 5-7 page research paper on a topic related to course content and do a 10-15 minute in-class presentation on results of that research. The topics for research will be approved by submitting the chosen subject to the course instructor(s) no later than the third class session. Additionally, students will be required to prepare for and participate in an in-class table-top DSCA threat response exercise.

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EL 704 **CIVIL-MILITARY RELATIONS**

Dr. M. Owens / Professor R. Schiff (Brandeis University)

“Civil-military relations” is the study of the way in which the military interacts with the broader civil society. There are three parts to civil military relations: 1) control of the military; 2) the attitude of civil society toward the military; and 3) the attitude of the military toward civil society. All too often, commentators focus only on the first. But in fact, how civilian control is exercised depends a great deal on the other two.

In the United States, the framework of civil-military relations is established by the Constitution. This course will examine this framework from a theoretical standpoint, and then look at civil-military relations through a number of lenses, including the needs of liberal society, the requirements of military culture, and the meaning of military professionalism.

During the trimester, we will examine such questions as: What is the proper role of the military in a liberal democratic republic? What is civilian control of the military? How is it defined and maintained? Is there a military ethos? What is its essence? Is it being transformed as a result of technology and social change? What is professionalism? Is the nature of military professionalism changing? We will examine these issues in the light of both theory and history.

Course Requirements:

Students will be required to submit a 15 page end-of-course paper.

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EL 705 HOMELAND SECURITY / HOMELAND DEFENSE FUNDAMENTALS AND WAR GAME

Professor W. Wiggins / Professor C. Schloemann

Course Description. The attacks against the World Trade Center and the Pentagon on 11 September 2001 awakened many Americans to the reality that their homeland was not as safe as once assumed. The U.S. government reevaluated its homeland security posture and made significant organizational adjustments, including creating a cabinet-level Department of Homeland Security (DHS) and a new combatant commander (USNORTHCOM) with a geographic area of responsibility including for the first time the continental United States and surrounding waters. Securing the safety of our homeland is a shared responsibility between many actors including federal, state, local governments, the private sector and others. Responsibility for securing us against threats from the maritime domain in particular crosses many organizational boundaries, and as such presents significant challenges to unity of effort. The Department of Defense (largely the Navy) and the department of Homeland Security (primarily the Coast Guard) share much, but by no means all, of the responsibility for maritime security. The challenge is exacerbated by the immensity and largely unguarded nature of our nation's coastlines. Our nation has come a long way since 9/11 in coordinating efforts to secure our homeland from maritime threats, but much work remains to be done.

The course centers on the key policy and organizational design problems that future military leaders are likely to confront in maritime homeland security/defense, and the analytic skills they will need to meet those challenges. Each class requires students to master the core issues, principles and problem-solving approaches for the topic in question, and apply those fundamentals to the specific challenges.

This course is the third of a three elective track in the area of Homeland Security/Defense, intended to be taken in the sequence presented. The two prerequisite electives are EL 701 *Maritime Homeland Security/Homeland Defense* and EL 703 *Homeland Security/Homeland Defense and the Department of Defense*.

Student Requirements. The third elective in the Homeland Security/Defense track provides an opportunity for members of the College of Naval Warfare and College of Naval Command and Staff to participate in a focused analysis project dealing with near and mid-term operational challenges to Homeland Security, Homeland Defense and Defense Support of Civil Authorities. The project employs individual research and interactive Wargaming and each student will be required to write a 5-7 page research paper providing an analysis of their gaming results.

Student Learning Outcomes. This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the challenges of securing our nation against maritime threats. We will examine the use of the instruments of national power to secure our maritime borders in the context of an ever-more globalized world.

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EL 706 GEOPOLITICS OF ENERGY: POTENTIAL STRATEGIC AND MILITARY IMPLICATIONS OF IMPENDING SEA CHANGE IN THE PETROLEUM-DOMINATED GLOBAL ENERGY SYSTEM

Course Description

Most energy experts agree that a “peak” in global petroleum production is near at hand. Coherent theories and compelling data seem to support pessimistic assertions that the peak has recently occurred while more optimistic projections estimate petroleum production will plateau until approximately 2030. Regardless of the timing, the fact that global oil production will begin to decline within our planning horizon is not disputed. In light of the growing demand for energy not only in the industrialized west but also in rapidly growing economies such as China and India, the post-peak decline in oil production will result in exponential growth of supply shortfalls in the global energy system.

This course will begin by building a baseline understanding of current trends and influences in the global petroleum system. Realistic and plausible bounds for alternative futures will be established through critical examination of projections for global oil production (from both official U. S. Government studies and so-called “Peak” theorists) and brief investigation of the practicality of potential alternatives to satisfy a growing global energy appetite. Consideration of other potential drivers (or shapers) such as economic and market forces, social and organizational resistance to change, and growing international consensus regarding global climate change, will round out the introductory portion of the course.

The predominant focus and substance of the course will be the identification, exploration and analysis of a broad range of geostrategic issues and military challenges a fundamental change in the global energy system might pose. For example, will competition for energy resources arrest or even reverse the trend toward globalization, a trend which is a fundamental unstated assumption underlying our new maritime strategy? Will military confrontation or outright war be more or less likely? If more likely, when, where, between whom, and for what aims will it most likely be fought? Does a fundamental shift in energy markets, dependencies and relationships present new or different strategic imperatives and opportunities to address or exploit? How might others react to rising or diminishing geopolitical influence as energy resource scarcity increases? If national interests are largely an issue of priorities, how might national interests shift during the transition to a “post-peak” era? What implications do potential future shifts in vital national interests hold for where we focus today? How might the American way of war have to change in response to energy resource shortfalls? How might longstanding alliances and other potential coalition relationships be affected? Does the oil-dependency of our current military hardware represent a critical vulnerability that may undermine our ability to protect interests in the not-too-distant future? Students will be expected to draw upon themes developed in other Naval War College core curricula to fully delve the depths of these and other associated geopolitical issues and potential impacts specifically within their assigned NWC elective area of study (AoS).

Finally, the course will conclude with a critical analysis of potential courses of action to best address the broad range of challenges identified. Students will be expected to propose, develop and critique practical solutions that might effectively deal with the complex forces (political, geographic, military, economic, social, environmental, etc) that a seismic shift in the global energy system might unleash.

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EL 707 GLOBAL MARITIME SECURITY AND INTERNATIONAL LAW

CDR J. Kraska

“We live around the seas,” said Socrates, “like frogs around a pond.” Since Ancient Greece, states have relied on seapower for military security and economic prosperity. This course will provide students with an in-depth understanding of how international and maritime law affects—and often shapes—the conduct of maritime security operations and exercise of seapower at the tactical, theater and strategic levels, serving to enable as well as limit the freedom of action of national leaders and joint force and naval commanders.

We will examine how the principles and rules, international case law and treaties governing the international law of the sea affect the myriad dimensions of maritime security and seapower, including maritime homeland defense, global cargo chain security, maritime domain (situational) awareness, strategic deterrence,

forward presence, power projection, sea control, expeditionary operations and operational maneuver from the sea, strategic mobility and force sustainment, airpower, maritime security (constabulary) operations such as piracy and armed robbery at sea, proliferation security, the transport of terrorists and WMD at sea, maritime interception operations (MIO) and humanitarian assistance and disaster relief.

The course will begin with the theory and history of the law of the sea from the ancient world through the emergence of the Westphalian state system in Europe and into the age of Anglo-American seapower. Then we will turn toward the efforts to codify rules and principles through case law and multilateral treaties, culminating in the United Nations Convention on the Law of the Sea (UNCLOS). We will apply the provisions of UNCLOS in detail since it is the most comprehensive treaty in existence after the UN Charter and it affects nearly every aspect of maritime security. With more than 150 States parties, UNCLOS has become the “constitution” for the world’s oceans because it provides the umbrella legal and policy architecture for all conduct on, over and under more than seventy percent of the globe. When it was adopted in 1982, UNCLOS brought together coastal states and maritime states in a “grand bargain” that accommodated the maritime interests of the Western powers and the old Soviet (Eastern) bloc with the coastal state interests of the Group of 77 (Nonaligned) states. Since its inception, however, the underlying bargains struck in the treaty have evolved and frayed, with profound consequences for naval and air operations and global maritime security.

We will analyze how the rules of UNCLOS govern navigational regimes and distribute jurisdiction and authority among flag states, port states and coastal states and how this impacts maritime security. We also will discuss the development and application of complementary treaties affecting maritime security. These agreements include bilateral agreements such as the “Jackson Hole Agreement” between the US and Russia and the Proliferation Security Initiative (PSI) Shipboarding Agreements and important multilateral treaties of the International Maritime Organization (IMO), such as the Convention for the Safety of Life at Sea (SOLAS) and the Suppression of Unlawful Acts against the Safety of Maritime Navigation (SUA) and its Protocols.

The seminar will also discuss the legal status and rights of merchant ships and warships, civil and military aircraft, exploitation of oil and other strategic resources on the continental shelf, “environmental security” and protection of the marine environment, marine scientific research and military oceanographic surveys and maritime dispute settlement. Finally, the course also will introduce students to the interagency process involved in crafting national-level U.S. maritime security policy and oceans policy for decision-making in crisis response and as well as for deliberative White House and Department of Defense policy and strategy relating to maritime security.

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EL 708 **CHINESE STATECRAFT: FOR IMPLICATIONS FOR THE EAST ASIAN MARITIME ORDER**

Professor P. Dutton / Professor J. Holmes/ Professor T. Yoshihara

This course focuses on the correlations between Chinese theories of grand strategy, the Chinese perspective on statecraft and their country's role in Asian society, and Chinese policies related to three regional and three functional maritime case studies. The course will wrap up with a panel discussion by three invited guests with alternative perspectives from the realist, liberal and constructivist traditions to critique the Sino-centric perspectives on which the course is based. Session topics include: Chinese Conceptions of Asian International Order, the Development of Chinese Strategic Thinking and Statecraft, Chinese Maritime Strategies, The East China Sea Disputes with Japan, South China Sea Sovereignty Claims, Chinese Perspectives on the Indian Ocean and Strait of Malacca, The Chinese Aircraft Carrier Program, Chinese Perspectives on Sovereignty at Sea, and Chinese Use of Soft Power. A 15-page paper is required.

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EL 710 **JOINT LOGISTICS: THE STRATEGIC PERSPECTIVES**

Joint Military Operations Faculty

This elective is offered to both the Logistician and non-Logistician who want to enhance their understanding of joint logistics. It is designed to develop students capable of understanding the vital role of strategic logistics across the range of military operations. Lessons will focus on how the effective integration of strategic logistics organizations is able to shape conditions for successful operational and tactical logistics within the theater of operations. Additionally, the students will gain a greater understanding of on-going initiatives to reduce logistics seams at the strategic and operational level. The course will combine informal lecture and seminar discussions, using guest speakers from outside the Naval War College to augment the teaching team. A research paper of 12-15 pages consisting of a (student-selected, instructor-approved) strategic logistics topic will cap the course. Each student will present their research findings in a 10-15-minute presentation.

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EL 711 **JOINT LOGISTICS PLANNING**

Joint Military Operations Faculty

This elective is designed for both the Logistician and non-Logistician who want to enrich their understanding of logistics planning at the operational and theater-strategic levels. The student will examine logistical planning considerations and tools needed to develop the Logistics Estimate and the Concept of Support, with a particular focus upon the J4 staff element of the Joint Task Force (JTF). The course will combine informal lectures and seminar discussions, using guest speakers from outside the Naval War College to augment the teaching team. A research paper of 12-15 pages consisting of a (student-selected, instructor-approved) logistics topic will cap the course. Each student will present their research findings in a 10-15-minute presentation.

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EL 712 **CONTEMPORARY EXPERIENCES IN COUNTERINSURGENCY AND COUNTER-TERRORISM**

Professor C. Jackson/ Professor F. Douglas

The U.S. and its allies are currently engaged in a series of counterinsurgency and counterterrorism missions across the globe. Yet most COIN/CT practitioners have not had the time to step back and explore the strategic context or analytical implications of their own and others' experiences. The intent of this course is to provide the time and structure necessary for such analysis. Together we hope to develop a more comprehensive understanding of COIN/CT as it is evolving today.

In order to succeed, the course will require students with a diverse range of experiences and a strong desire to pursue rigorous analysis. To that end, we hope to attract US and allied students with a wide range of COIN/CT experiences in Iraq, Afghanistan, the Philippines, Horn of Africa, and elsewhere.

If you are be interested, or have questions, please contact Professor Jackson or Professor Douglas via the electives office as soon as possible. Given the aims of the seminar, we will tailor the readings to fit student experiences. Once we have a clear idea of the composition of the seminar, we will issue the complete list of case readings.

The Work Requirement

Research paper: The end product of the course will be a 10-15 page research paper which rigorously explores the student's recent experience in light of COIN or CT theory and the larger strategic context. The end product should also be balanced between assessing past experience and drawing insights for the future.

Class Participation: Students will be expected to bring their personal experience in one or both mission areas to bear on seminar discussions. Each student will deliver an oral presentation on their personal experience in seminar. This briefing, and the feedback of students and professors, will provide the basis for the research paper described above. Depending on enrollment, the middle eight sessions will be anchored around student presentations, with the first and final sessions devoted to the class' approach and a culminating discussion.

Readings: The course readings will be broken into two groups. The first will consist of theoretical works on the nature of internal war, counterinsurgency and counterterrorism. These readings will establish a foundation for discussion and analysis of recent experience. The second group will be case readings on contemporary cases. Each case reading will provide an anchor for the student presentation and subsequent seminar discussion; the exact mix of case readings will depend on the mix of students enrolled in the elective.

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*EL 713

NET-CENTRIC OPERATIONS AND POLICY CHANGES

Professor W. Martel (Fletcher School @ Tufts, Naval War College) Xxx (MIT Lincoln Laboratory)

This course examines in detail what net-centric operations means for U.S. military capabilities, including the full range of systems, platforms, and individuals that will be integrated. Since it is clear that national security and military policy will be dominated by rapid technological and operational changes in the field of information technology, this course focuses in detail on what net-centric operations and architectures mean and how these will be integral to how the United States uses military force for dealing classic military challenges as well as terrorism and insurgencies.

In every sense, net-centric operations will be fundamental to U.S. military capabilities and national policies.

This seminar, which is taught jointly by the Naval War College and MIT Lincoln Laboratory, explores systematically the technologies, capabilities, and policies that shape how the United States and other states use information technologies to create what is known as net-centric operations. Whether for space, ground forces, maritime forces, or air forces, net-centric operations will constitute the backbone for military operations. As essential instruments of military capabilities and battlespace awareness, net-centric architectures directly shape how the United States will use military power.

The course will be conducted at the Secret level.

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EL 714

CASE STUDIES IN INSURGENCY: PAKISTAN AND AFGHANISTAN

Mr. D. Perkins

The objective of this course is to use case studies from the history of Pakistan and Afghanistan to provide an understanding of the factors that affect the development of insurgencies. The approach of this course is intentionally comparative. Topics covered include the formation and partition of Pakistan, the development and role of Islamism in Pakistan and Afghanistan, the Soviet-Afghan War, the Kashmiri crisis, the rise and fall of the Taliban, and the ongoing insurgencies in both Pakistan and Afghanistan.

In order to facilitate discussions, each student will be expected to provide a one page summary and critique of an assigned reading for each of the class meetings. A ten page paper analyzing one the topics covered during the course will be also be required.

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Dr. Anthony J. DiBella, NSDM

What does it mean to be a scholar-warrior and what does it take to become one? This elective will explore the meaning of this professional role and the identity it brings to the beholder. Over the course of history there have been many intelligent and well-educated military officers from Winfield Scot to Paul Van Riper to James Mattis. George Patton was known to regularly cite the lessons of military history from those in The Bhagavid Gita to Napoleon's invasion of Russia. However, the need for (or notoriety of) scholar-warriors has grown of late as the military learns to adapt to new threats in a globalized world.

This elective will appeal to anyone interested in the scholar-warrior (or is it warrior-scholar?) concept whether they want to become one or expect to be on the staff of someone like Dr. David Petraeus. Students in the College of Naval Warfare will find this elective of value following their completion of NSDM's Senior Leadership Seminar; it will offer an opportunity to extend the thinking required of their SLS term paper. Students in the College of Naval Command and Staff will be able to expand upon the coverage of leadership in NSDM's sub-course Leading Organizations Effectively.

The scholar-warrior continuum encapsulates the distinction between inquiry and action and the creation versus use of knowledge. A key aspect of strategic leadership is remaining open to both ends of these continuums. This elective will epitomize that orientation by serving as a research seminar on military leadership and the role of thought-leaders in the military. It will be self-designing and inquiry-oriented based on student interests and in-class dialogue.

Requirement: Each student will write a 12-15 page paper on a topic approved by the professor.

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